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ABSTRACT

This report reviews Suffolk County Community College's (New York) Early Childhood Program. The document begins with an overview of the program's goals, intentions, student requirements, recent student outcomes, and recommendations for future goals and focuses of the program. The program's intent is to prepare individuals for working with young children by providing them with a balanced background of theoretical knowledge, skills training, professional ethics, and practical experience. Most graduates of the program go on to teach or fill other child-related professional roles. Approximately half of the students transfer to a four-year institution. The document goes on to describe the current curriculum of the program, and makes recommendations for future changes in curriculum content. The students and staff of the program are then profiled followed by recommendations for diversification. Recent resource allocation and the major issue of New York State requirements for teacher certification and how they affect the quality of the program are discussed. The document concludes with a list of 18 program recommendations, including: (1) continue to support the developmentally appropriate focus of the program; (2) continue to solicit feedback from representatives of educational and community institutions; (3) maintain current admissions standards on all campuses; (4) continue efforts to diversify the student population; and (5) maintain the status of the college-wide coordinator to supervise the quality and administration of the program. The document contains 18 appendices. (TGO)

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ED 431 489

SUFFOLK COUNTY COMMUNITY COLLEGE

EARLY CHILDHOOD PROGRAM REVIEW

JUNE 1999

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Early Childhood Program Coordinator

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GOALS

The goal of the A.A.S. Early Childhood Program (Curriculum Code 330) is to prepare individuals interested in a career of working with young children by providing them with a balanced background of theoretical knowledge, skills training, professional ethics, and practical experience. Most graduates go on to teach or fill other child-related professional roles in programs, which include public schools, day care centers, Head Start programs, nursery schools, special education programs, and home childcare. Though many of our students, upon graduation, move right into the work force, as was the Program's original intention, approximately half go on to four-year colleges, on their way to state teacher certification in early childhood, elementary or special education. The concept of having professionally trained and educated early childhood caregivers, teaching assistants and teachers has always been recognized and supported by those involved in these areas and, with recent attention being given to early childhood development, more attention than ever is being paid to the importance and necessity of quality training (Appendix A).

The Early Childhood Program is an intercampus program, with a Program Coordinator and three full-time faculty (one on each campus) supplemented by a roster of highly skilled, certified and respected adjuncts (Appendix B). The Program is bound together by a "Statement of Philosophy" (Appendix C) which in practice guides all course offerings and hiring. Regular program meetings are held for both the full-time

faculty and adjunct faculty, along with regular distribution of memos and materials by the Program Coordinator, so that this philosophy can be integrated consistently and efficiently into all courses (Appendix D). Ongoing feedback from faculty and program evaluations (Appendix E) and graduate surveys as shown in the student section indicates that most of our students recognize and support the Program's philosophy and quality after graduation.

To complete the program, students must achieve a minimum of a "C" grade in all Early Childhood courses, as well as conforming to the codes of conduct specified in course outlines and Program Information sheets (Appendix F). To be admitted to the Program, for those not among those students admitted directly from high school, students must have maintained a minimum of a 2.75 grade point average in and have completed the four prerequisite courses: ED11: *Foundations of Early Childhood Education*, EG11: *Freshman Composition*, CO11: *Introduction to Human Communication* and PC11: *Introduction to Psychology*. In addition to *Foundations of Early Childhood Education*, the theoretical introductory course, its practical counterpart, ED22: *Early Childhood Activities*, must also be taken prior to the admitted student's being able to go on to the advanced courses—including a year long fieldwork practicum—which are open only to students in the Program. High school applicants must have a C+ average with a 15 ACT composite/750 SAT score.

The Early Childhood Advisory Committee (Appendix G) meets annually in order to include the insights and contributions of the professional early childhood community that surrounds our campuses. The Committee's function is to review procedures, discuss concerns and make recommendations in an effort to make the Program most relevant to

and connected with schools, parents, professionals and employers, and to ensure the quality and marketability of our students. Through these meetings, new observation sites, practicum sites, placement opportunities, resource people, adjunct instructors and professional organizations are identified. Members of the Committee include teachers, program administrators, agency representatives and early childhood advocates. Its stated objectives are:

1. To identify current issues and future trends that can impact on early child care programs and affect early childhood teacher preparation.
2. To provide an opportunity for the exchange of ideas between early childhood faculty and representatives of various early childhood programs so as to enhance and enrich the early childhood curriculum.
3. To engage in discussion and develop ideas for acquiring affiliations with developmentally appropriate early childhood programs.

In summary, the goals of our Program continue with those stated in the Program Review of 1990:

a. To meet the needs of students seeking employment directly upon graduation.
b. To meet the needs of students seeking to transfer to a four-year degree program leading to teacher certification.
c. To develop the skills and develop the knowledge and theoretical base by which quality early childhood programs function.
d. To meet the growing needs of providing the community with highly qualified childcare givers, early childhood educators and day care workers.

Recommendations:

1. Continue to support the *developmentally appropriate* focus of the program philosophy in order to meet the highest aspirations of the field and the needs of children and families in the twenty-first century.
2. Continue to work with representatives of educational and community institutions to receive ongoing feedback on ways we can best serve the needs of the market place and our community(ies).
3. Continually reevaluate the content of the early childhood courses offered in regard to their currency and sufficiency, proposing whatever changes are deemed necessary to make their range, depth and focus most useful to today's and tomorrow's teachers.

CURRICULUM:

The Early Childhood Degree Program, intended as a career program, allows graduates to enter directly into employment as head teachers or assistants in child care centers, Head Start, and pre-school programs or to transfer to various four-year college or university programs in early childhood, special or elementary education. For students who expect to transfer, articulation agreements are in place with St. Joseph's College and SUNY at Oneonta. Dowling College generally accepts most, if not all credits, depending on the student's elective choices and transfer major.

All students enrolled in the 330 Curriculum must complete the following seven specialized courses in order to graduate:

ED11 – Foundations of Early Childhood Education

ED22 – Early Childhood Activities

ED25 – Creative Activities: Art

ED33 – Instructing the Preschool Child - (capstone course)

ED35 – Creative Activities: Music

ED44 – The Child and His/Her World - (capstone course)

ED45 – Creative Activities: Literature

Students enrolled in other curricula at the college may take ED11 and/or ED22 as unrestricted electives. This enables students who are unsure of their academic or career paths to "test the waters." Many students apparently do take this option, as evidenced by the high enrollment figures and the large number of sections of ED11 and /or ED22 offered each semester on each campus.

ED23: Infants and Toddlers: Programs and Care is also offered as an unrestricted elective each semester at the Ammerman Campus and on a rotating basis at the Brentwood Campus. The course is directed at those students who will work with children aged six weeks through the second year in group settings. This course is available to students enrolled in other curricula or to non-matriculated students coming directly from the community at large.

The Early Childhood Coordinator is involved with and reaches out to early childhood students on all campuses, as do each of the full-time early childhood faculty members on their respective campuses. In terms of academic advisement, all new students are given an "Early Childhood Student Information Sheet" (Appendix F) and "Teacher Certification Information" handout (Appendix H) which is updated as regulations change. Both these forms and the program brochure (Appendix L) state that "students on all campuses can call the Early Childhood Coordinator, Professor Darlene Hochman, for further information or individual advisement." It also states that students can call Robin Means at the Western Campus, Kathleen Cummings at the Eastern Campus, and Alan Weber at the Ammerman Campus for such help. In this way, all day and evening, full and part-time students are encouraged to seek advisement with and afforded the opportunity to meet with the Coordinator or the full-time faculty member at their respective campus.

Another valuable component in the advisement process is the use of the Early Childhood adjunct instructors. They are familiar with the program and, in addition, each semester are given an informational memo requesting that they spend a short time in class

informing and advising students in a general way during the pre-advisement period (Appendix I).

There are, on occasion, errors made in the advisement of new students entering in the fall and spring semesters. The College catalogue clearly states that students entering in the spring semester should take ED11 and ED22 concurrently and this has rectified part of this problem. Announcements are also made during the first session of spring semester ED11 classes that students should also take ED22 in order to continue with the early childhood courses in a sequential and timely manner. Counseling personnel, Deans, Assistant Deans, and Admission Advisors at the Ammerman, Western, and Eastern Campuses are all also sent copies of these memos (Appendix J). This has reduced the frequency of students not taking the correct combination of courses. Meetings with the Director and Assistant Director of Admissions at the different campuses have also been held to avoid such problems. Unfortunately, other administrative errors occur also. Some counselors advise prospective early childhood students to enter the Liberal Arts Program (Code 103), thinking that this is a more efficient approach to New York State Certification. Meetings, phone calls, and memos have done little to change this perception but are helping to improve matters.

In the past, the Early Childhood Inter-campus Program Coordinator created a program brochure that was distributed periodically to all high school counselors to assist with advising and directing high school seniors toward achieving their career/academic goals. The brochure lists her phone number so as to encourage both the high school students and their counselors to contact her for individual advisement (Appendix K).

The Early Childhood full-time faculty meet regularly to review and evaluate course content, course objectives, teaching strategies, text book selection, and grading procedures. There are usually two meetings per year.

After each course has been reviewed and evaluated by the Early Childhood Program Coordinator and the full-time faculty, the objectives, content, and requirements for that course are revised and formulated. All program instructors use the same objectives (Appendix L)and similar requirements in their course outlines. The importance and necessity of having consistency in the Program's philosophical approach and course objectives is regarded as essential to achieving and maintaining the excellence of the Early Childhood Program curriculum.

The Program's on-going self-analysis and evaluation, which occurs regularly at the inter-campus faculty meetings, indicates that the course offerings and curriculum content are up-to-date and meet the goals of the curriculum. In addition, the Inter-campus Coordinator, the full-time faculty, and all the adjunct faculty are early childhood professionals, either currently employed in the field or employed in the field in the past (Appendix B). They are well informed and sensitive to the needs of developing professionals and provide a great resource to the program.

The field practicum component is critical to the Program. Early Childhood students are provided with the opportunity to participate in a licensed early childhood program (e.g. day care, pre-school, Head Start, special education pre-school, or public school) during the second year. In the fall, as part of the ED33 course, they have a weekly two-hour seminar/lecture and three-hour field practicum experience; in the spring, as part of ED44, they have a weekly two-hour seminar/lecture and six-hour field

practicum experience. Students are observed, evaluated, and have individual post-observation conferences with their college instructor (Appendix M). The practicum instructor also confers with each cooperating teacher in order to evaluate and assist students in developing their teaching skills. In order to assure that practicum sites are licensed and meet program standards, the Inter-campus Coordinator approves and monitors all early childhood programs used. A college contract (Appendix N) is sent to each program stating the responsibilities of the college and the practicum instructor. All questions, changes, and arrangements for practicum sites are addressed to or made through the Coordinator. Both the practicum instructors and practicum program directors are in contact with her so as to better meet the needs of the students and the Early Childhood Program. It is imperative that the Early Childhood Program not expand beyond the number of approved programs available so as to assure the maintenance of the program's standards and quality.

Campuses may share practicum sites, with the Coordinator assigning specific early childhood programs to each college instructor on each campus each semester. Thus, the number of placements is given to each campus as needed, since there is not an unlimited number of developmentally appropriate licensed programs available.

Students enrolled in the Early Childhood Program must complete pre-requisites in order to take the advanced second year courses. No student is placed in a practicum site without having first been introduced to and having practice in the planning and preparation of learning activities (ED22).

For a student to remain in and complete the Early Childhood Program, she/he must achieve a minimum grade of C in each early childhood course in order to continue

on to the next course in the sequence. This curriculum requirement was established in 1987 as a result of having students with low grades being unable to graduate or find employment. Most four-year education programs throughout the nation have imposed similar, if not more stringent, grade requirements on their students. Students may repeat a course once to improve their grades. These prerequisites, co-requisites and entrance requirements are appropriate and consistent with the program's goals.

Current early childhood students were surveyed on a variety of questions in regard to the early childhood curriculum (see Section 3). Results of the student survey indicate that the early childhood curriculum succeeds in meeting the needs of students with a very low to nonexistent number of respondents rating any class poorly (see Section 3). The majority of students rated classes as either good or excellent, with ED 22 and ED 45 receiving the highest average ratings. The majority of students responding to the survey also rated the course workload as being greater than expected. Their satisfaction ratings, based on their experiences in the Suffolk County Community College Early Childhood Program, ranged from satisfied to very satisfied. Students expressed high satisfaction rates for the "Variety of instructional approaches used in the classrooms" (81.4%), "Overall quality of the instructors" (88.3%), "Preparation for further academic study" (85.8%), "Preparation to enter the job market" (76.6%), "Overall quality of the Early Childhood Program" (84.6%), and "Overall non-Early Childhood Program courses at SCCC" (79.5%) (See Section 3).

Based on their experiences in the Early Childhood Program, most students indicated they were "very satisfied" with the "Overall quality of the Early Childhood Program."

In response to the "Likelihood of future employment in the early childhood field" question, one-third of the respondents indicated a high likelihood of working full-time in the early childhood field after graduating from Suffolk County Community College. Approximately half said they would get a part time job in the early childhood field either before (21.1%) or after (27.4%) graduating from Suffolk County Community College.

The Early Childhood Program, although an A.A.S. degree and not an official transfer program as such, does provide for transferability to some upper division colleges. Results of the program Coordinator's follow-up surveys of students graduating from the 330 curriculum show that the four main institutions to which our students transfer, St. Joseph's College, Dowling College, and the State Universities' at Oneonta and Stony Brook, have and currently do accept all or most credits, as do some other colleges throughout the state. Transfers into upper level institutions have been mostly to early childhood, elementary or special education programs. The impact of changes in the New York State teacher certification requirements on the Associate Degree program is addressed in the recommendation section of this report.

The academic quality of the early childhood program course offerings is high. The requirements for each course demand library use, research and writing, in addition to oral presentations and group demonstrations. The texts, film, and videotapes used throughout the program are carefully reviewed. As previously stated, the faculty, both full and part-time, is involved in the early childhood profession in some form and this input assures the academic quality and credibility of this program.

As part of the college-wide effort to incorporate outcomes assessment into programs and courses, the Early Childhood Program developed a chart to address these concerns (Appendix O). The outcomes assessment tools used by the Program are:

1. Teaching lessons/preparing educational materials
2. Child studies
3. Logs
4. Research papers
5. Exams – cross curriculum
6. Conferences
7. Faculty assessment of program meetings for each course
8. Cooperating teacher (field) evaluations of students (at least twice per semester)
9. Observation/evaluation of student's teaching on site
10. Survey of employers
11. Student evaluations of course/instructor
12. Student evaluations of entire program
13. Follow-up study/questionnaires for graduates of entire program

The ED44 practicum/field course is considered the capstone course for the program. Students must create and use all components and skills learned in prior courses in order to successfully complete this course.

Early Childhood courses incorporate all modes of teaching techniques and learning: lectures, seminars, workshops, demonstrations, discussions, and the use of guest lecturers. Occasionally, classes are held off campus and at early childhood facilities;

student observations and experiences in the field are also an integral part of the instruction. Students are encouraged to attend professional conferences, workshops and general meetings (county and statewide) in order to broaden their knowledge of the field. There is an active Early Childhood Club on each campus, which enhances and expands the students' learning in the early childhood field. Students can and do begin at the point they are, developing skills and insights at their own paces, while achieving the ability to perform comfortably and appropriately in an early childhood setting. The variety of instructional methods used stress the importance of developing open and inquiring minds, with the ability to analyze and think critically, not only in the young children the students work with, but also within themselves.

Recommendations

1. Maintain status of college wide Coordinator to supervise the quality and effective administration of this program.

   This program is both a career program and a preparation for advanced study. It requires coordination between campuses for consistency and maintenance of standards. The administrative arrangement that is strongly recommended is the continuation of a coordinator as a college wide position irrespective of the number of early childhood faculty on any single campus.

2. Practicum sites should continue to be approved and evaluated by the Coordinator of the Early Childhood Program.

   The practicum is an essential part of the program and selecting developmentally appropriate sites requires the special expertise of the professionals who teach in the discipline. This requires the constant evaluation of these centers, so that our students receive the best training possible.

3. Continue ongoing communication with the Counseling and Admissions Advisors on all Campuses to improve awareness and requirements of the Early Childhood Program.

   Although most students rated advisement from their Early Childhood advisors as above average, Advisement, Counseling, and Admissions Offices have, at times, confused students regarding the quality and transferability of the degree.

4. The Admissions Office on each campus should be solely responsible for admitting students, keeping records of numbers admitted.

Admissions numbers should be assigned to each campus Admissions Office by the Program Coordinator, who has knowledge of the total number of affiliations/sites for student placements.

STUDENTS

This section describes and analyzes student enrollment trends and student demographic and educational data relevant to program viability and success. In addition, it summarizes the results of related surveys of current Early Childhood Program students and graduates from all three Suffolk County Community College campuses.

Enrollment Trends

The Office of Institutional Research and Assessment at the college provided data to allow for the summarization and analysis of enrollment trends (APPENDIX P). This data covers the years from 1989-1997 to allow for an analysis of trends over time. From 1989 through 1993 an average of 302.6 students enrolled in the program on the three campuses of Suffolk County Community College combined. Since 1993, the number of students enrolled in the program increased and stabilized. On average, over the years from 1994 through 1997, 344 students enrolled in the Early Childhood Program. Most recently, enrollment levels increased dramatically in the fall of 1998, with 404 students enrolling in the program.

The proportion of full-time to part-time students showed a steady increase from 1989 through 1997 with 53.9% full-time enrollment in 1989 (46.1% part-time) and 62.0% full-time enrollment in 1997 (38.0% part-time). The proportion of full-time to part-time students exhibited a dip in 1998 to go along with the overall increase in enrolled students (58.9% full-time). Therefore, most of the increase was due mostly to a greater number of part-time students entering the program.

The number of males in the Early Childhood Program has increased slightly over time from 1989 through 1997 but females continue to constitute an overwhelming share of the enrolled students. The number of male students in the program increased from 3 to 13 over that time period, while the percentage of females in the program dropped slightly from 99.0% to 96.2%. The overwhelming proportion of women in the Early Childhood Program comes as no surprise and may raise economic, social, and political

implications for the early childhood field which are best addressed outside this program review.

An examination of age group trends showed minimal changes from 1989 through 1997. Over that time period, individuals aged 19 years and under made up from 23.8% to 32.9% of enrolled Early Childhood students, those 20 to 22 years from 20.5% to 29.9%, those 23 to 30 years from 15.7% to 18.4%, and those 31 years or older from 23.3% to 32.1%. Therefore, approximately half of the Early Childhood students fall in the traditional college age range (18-22 years), but one-quarter to one-third are in the over 30 age group. No discernible pattern emerged from any of the age group proportion fluctuations over time.

The Early Childhood Program enrolls very few students of Asian, Pacific Island, American Indian, or Alaskan Native backgrounds (less than 5 in any one year). The program enrolls a higher proportion of black or Hispanic students, with black students making up between .6% and 3.8% of the enrollees from 1989 through 1997, and Hispanic students demonstrating a slow but clear trend toward increasing in numbers from 3.5% to 7.5% of enrollees over that time. While white students continue to constitute an overwhelming majority of those enrolled in the program, the percentage of white students demonstrated a slow but clear downward trend from 95.8% in 1989 to 88.4% in 1997.

Analysis of Enrollment Trends

The approximately 40 student increase in Early Childhood program enrollment which occurred around 1993/1994 reflects the increasing needs and demands of the state education department which introduced advertising emphasizing the growing need for teachers around that time. The jump in enrollment for fall 1998 may have been partially due to new procedures which the program will not likely repeat in upcoming years. Specifically, the Ammerman campus program admitted students at an earlier than usual point in the Spring 1998 semester using mid-semester grades, instead of waiting for

students' final grades for that semester. There seems to be no repeat of this increase in the following years.

Admission and Academic Characteristics

The Office of Institutional Research and Assessment provided information on some of the academic and admissions characteristics of students enrolled in the Early Childhood Program (also in Appendix O). The number of Early Childhood students with this information reported for each of the characteristics varies because of some data collection problems at the time of admission. Institutional Research provided SAT Verbal and Math information for a little more than one-quarter of the Early Childhood enrollees from 1988 through 1997, CPT scores for approximately half of those enrollees, and High school averages for almost three quarters. Group averages were calculated based on all entering program students from 1988 through 1997.

Students newly enrolled in the Early Childhood program from 1988 through 1997 entered with average SAT scores of 372.34 points on the verbal section, and 400.82 points on the math section. The average SAT scores appear slightly higher for 1996 and 1997 program entrants, with no other clear trends over time. CPT Reading, Sentence, Math, and Algebra score averages made a clear jump from the 1989 to the 1990 entrants, likely due to new program requirements added in 1989. Entrants' high school averages appeared to slightly, but gradually increase, from 1988 to 1997, from 76.4 to 78.5. All of these trends point to the slight improvement of the preparation levels of Early Childhood Program students over the past ten years.

Over the past ten years, 8.0% of the Early Childhood students were simultaneously enrolled in developmental reading courses, 9.1% in developmental math courses, and 4.9% in developmental English courses. This finding requires further examination, but may be due to inconsistencies among the three campuses of Suffolk County Community College. Specifically, while no students on the Ammerman campus

could enroll in program courses at the same time as they were registered for developmental reading or English, the same may not have been true on the Eastern or Western campuses.

Those students enrolled in the Early Childhood Program from 1988 through 1997 earned a mean cumulative grade point average of 3.10 (SD = .60). This mean varied little from year to year, ranging from a low of 3.0 to a high of 3.2.

The graduation and persistence rates of the students who enroll in the Early Childhood Program demonstrate no consistent trends. Of all those students who enrolled in the program from Fall 1988 through Fall 1994, between 27.7% and 55.8% graduated from the program by the Spring semester of 1998, between 7.7% and 27.9% graduated from another program at SCCC, between 24.2% and 53.2% left SCCC before graduating, and only 0.0% to 5.7% still attended SCCC. The most problematic entrance years for the program consisted of 1991 and 1992 (also two of the lowest program enrollment years). Of the students beginning the program in those two years, on average only 27.9% graduated from the program, while 18.5% graduated from another program, and 50.6% left SCCC without graduating. The highest graduation rates from the Early Childhood Program occurred for those students who entered the program in 1994 (55.8%), 1989 (51.5%), and 1993 (42.9%). Neither these more productive years nor the more problematic years are linked to any programmatic or college wide changes in requirements.

None of the students who began the Early Childhood Program during 1996 or 1997 had graduated by April 1998, not a surprising finding since this time frame provided the students with less than 2 full academic years to graduate. Most of the 1996 and 1997 program entrants still attended SCCC in April of 1998 (80.4% of 1996 students, 88.9% of 1997 students).

Those students who enrolled in the program between 1988 and 1997, and who subsequently graduated from the program, took an average of 2.74 years to graduate (SD

= .77), with 88.6% taking only 2 or 3 years to graduate. This remained fairly consistent for those enrolled in the program from 1988 through 1994, with the average time to graduate ranging from 2.5 to 2.9 years over that time.

Current student survey

The Early Childhood Program review committee administered a survey (see Appendix P) during the fall 1998 semester to gain a better understanding of the nature of students currently enrolled in early childhood courses. This group includes both those presently enrolled in the Early Childhood Program, and those not officially enrolled in the program but instead just taking one or a two courses. Course instructors received the surveys from the committee along with instructions to take class time for the survey administration and to announce that any student who had already filled out the survey in another Early Childhood course should not do so again. Of the 672 individual students enrolled in Early Childhood courses during the fall 1998 semester, instructors returned 493 completed surveys (73.4% response rate).

Respondents' Personal Demographic Information. As the following table demonstrates, the sample of 493 respondents demographically represented the population of currently enrolled Early Childhood students fairly well. The percentages of enrolled students and survey respondents did not differ in a statistically meaningful way for any of the demographic categories.

	Fall 1998 Enrollment Report	Fall 1998 Survey Respondents
% Full-time	58.9%	63.2%
% Female	96.8%	93.7%
Age Groups		
19 & Below	28.7%	31.2%
20-22 Years	30.0%	30.3%
23-30 Years	14.9%	15.3%
31 & Above	26.5%	21.9%
Ethnic Groups		
Native Amer.	0.0%	0.0%
Asian/Pac Is.	0.2%	0.4%
Black/Non-Hisp.	4.7%	3.9%
Hispanic	6.4%	7.9%
White/Non-Hisp.	88.6%	83.6%

Respondents' Outside Responsibilities. A significant minority (22.5%) of current Early Childhood students have children under 18 years of age, and most (87.5%) work at least part-time, with one-third (33.3%) indicating they work more than 30 hours a week. Clearly, many of these students have major responsibilities outside of their coursework, and do not fit the traditional image of a college student.

Respondents' Academic Demographics. The majority of the respondents (61.2%) had taken at least one full semester's worth of courses (12 or more credits) at Suffolk County Community College, however one-fifth (21.3%) indicated they previously had not taken any credits. A large proportion of the students (42.2%) appeared to be taking their first Early Childhood course, while 34.7% had completed more than one Early Childhood course. On average, respondents had completed two semesters at Suffolk County Community College (M = 24.76 credits, Mdn = 24 credits), one to two Early Childhood courses (M = 5.04 credits, Mdn = 3 credits), and enrolled just shy of full-time for the fall 1998 semester (M = 10.87 credits, Mdn = 12 credits).

The majority of the respondents (61.7%) attend Suffolk County Community College at the Ammerman campus, though over one-quarter (28.0%) attend at the Western campus and 9.9% at the Eastern campus. Over half (62.2%) of these current Early Childhood students reported overall grade point averages of around 3.0 or higher.

While almost half (44.6%) of these students attend courses exclusively during the day, a little more than one-quarter (26.2%) attend courses exclusively at night. The evening and part-time status of many of the Early Childhood students makes it more difficult to counsel these students because they spend less time on campus. The Early Childhood faculty makes special attempts to help these students feel an integral part of the program by informing them of advisement opportunities, club meetings and professional organization meetings.

Reasons for Choosing the Early Childhood Program at SCCC. Students were influenced to choose the Early Childhood program at Suffolk County Community College by a number of different reasons, with the most influential consisting of "Personal interest in the general topic" (87.3% rated as moderately or very influential), "Courses seemed interesting" (77.1%), and "Possibility of transferring to a 4-year program" (72.2%). Approximately half of the students were at least moderately influenced by the "Immediate job opportunities at graduation from SCCC" (48.1% rated as moderately or very influential) and "Instructor's encouragement" (49.7%). On average, the current Early Childhood students were moderately to very influenced by personal interest, moderately influenced by course interest or the possibility of transferring, and between slightly and moderately influenced by immediate job opportunities and instructor's encouragement. While transfer possibilities appear more influential than immediate job opportunities, the program must serve both students who will most likely transfer to continue their education for the purposes of eventually entering elementary school teaching, and those committed to participating in early childhood education directly after graduation.

Ratings of Early Childhood Courses. The only Early Childhood course that a majority of the students had taken or were taking and rated was ED11: Foundations of Early Childhood Education. Very few students rated any of the particular courses poorly. More than 80% of the course takers/raters rated each course as either good or excellent,

with ED22: Early childhood activities (55.5%) and ED45: Creative Activities: Literature (53.2%) receiving the highest proportion of Excellent ratings. This demonstrates that the students overwhelmingly view their Early Childhood courses in a positive manner.

Perceptions of the Workload in the Early Childhood program. The majority of respondents (50.9%) felt that the workload in the Early Childhood program was greater than expected, while about 40% felt it was just as expected. This may partially originate in the fact that the classes enrolled an excessive number of students for the fall 1998 semester, some of whom had not successfully completed program requirements.

Satisfaction with Aspects of the Early Childhood program. Most students expressed satisfaction with the "variety of instructional approaches used in classrooms" (81.4% "satisfied" or "very satisfied"), the "overall quality of the instructors" (88.3%), their "preparation for further academic study" (85.8%), and their "preparation to enter the job market" (76.6%). Therefore, it comes as no surprise that most students conveyed satisfaction with the "overall quality of the Early Childhood program (84.6% "satisfied" or "very satisfied") and their "overall experiences with the Early Childhood program" (84.6%). These current students on average indicated they were "satisfied" to "very satisfied" with all of the aspects of the program, with the "overall quality of the Early Childhood program" receiving the highest average satisfaction rating.

Frequency of Use of SCCC Services/Activities. Respondents utilized their campus library most of all of the listed services/activities, with 56.6% using the library at least once each semester. Generally, respondents had been advised by college academic counselors more often than by faculty in the Early Childhood program, with 54.0% advised by academic counselors at least once, and 37.4% advised by Early Childhood faculty at least once. Even fewer students participated in the Early Childhood Club (10.3%), or utilized the academic computing lab (25.6%), the academic skills centers (26.0%), or the "Job Connections" placement service (6.5%). While some of these low usage rates can be attributed to the fact that approximately 40% of the responding current

students had taken less than 12 credits worth of courses at SCCC, the low advising rates indicate the need for improvement in college advisement and counseling procedures.

Satisfaction with SCCC Services/Activities. Most of those expressing opinions about the listed services/activities indicated their satisfaction with them. The "Job Connections" placement service received a relatively lower percentage of satisfaction ratings compared to the other college services; however, over 70% of the ratings of even that service were "satisfied" or "very satisfied". The "Job Connections" service was also the only service/activity to receive as many as 28.9% ratings of "dissatisfied" to "very dissatisfied". An encouraging finding for the program was the greater percentage of students providing ratings expressing satisfaction with the Early Childhood faculty advising (92.0% "satisfied" or "very satisfied") than with the college academic counselor advising (79.4%). This indicates that the program should make even more efforts to encourage students to utilize Early Childhood Program advising and that the Counseling Center be more appropriately informed regarding the Early Childhood curriculum.

Intentions to Switch from the Early Childhood Program. Very few of the responding current Early Childhood students (6.1%) plan to switch to another curriculum at Suffolk County Community College. Those that do plan to switch seem most influenced by the fact that early childhood was not an appropriate career choice for them (33.4% at least moderately influenced), or by some other non-listed reason (33.4%). On average, most of the students who plan to switch decided to leave the program for reasons other than those provided in the question ("moderate influence" on average), or were slightly influenced by the inappropriateness of early childhood as a career choice.

Likelihood of Future Educational and Employment Plans. On average, this group of current Early Childhood students overwhelmingly expects to transfer to a 4 year college/university after graduating from Suffolk County Community College (considered "very likely" on average). Other than that, only getting a full-time job or a part-time job in the early childhood field after graduation were considered at least "somewhat likely"

by the average respondent. Very few students expected to transfer or get a full or part-time job in the field before graduating, or get jobs in another field either before or after graduation.

Summary and Overall Analysis of Current Student Survey Results. Most current students who utilized the Early Childhood faculty for advisement expressed satisfaction with it, but the program needs to encourage more students to seek such advising and to have counselors become more familiar with the program. This may help students form more realistic expectations of the workload which will be required of them in program courses. The program also clearly needs to continue preparing students to transfer to 4-year colleges/universities and to begin employment in the Early Childhood field directly after graduation from Suffolk County Community College. Students provided high rates of approval of the Early Childhood courses and instruction, the preparation they receive for further education and employment, and their general experience with the program. Evidently, the majority of the students currently taking courses in the Early Childhood program view the program and its components in a positive light and believe the program fulfills its major goals.

Survey of Program Graduates

Graduates of the Early Childhood program at Suffolk County Community College from 1993 through 1998 received surveys created by the Early Childhood Program Review Committee and the Office of Institutional Research. Of the 580 graduates mailed the surveys in February of 1999, 79 completed and returned them to the college and 61 surveys were returned as undeliverable, resulting in a 15.2% return rate (of the successfully delivered surveys). While this survey may be more representative of the sub-group of graduates willing to return surveys, it provided somewhat of a clearer picture of what students who actually completed the program thought about it and what they subsequently did in terms of their employment and/or education.

Respondents' Personal Demographic Information. As the following table demonstrates, the sample of 79 respondents demographically represented the population of students who first enrolled in the Early Childhood program from 1990 through 1995, the years in which most of the 1993 through 1998 graduates first enrolled. The percentages of enrolled students and survey respondents did not differ in a statistically meaningful way for any of the demographic categories.

	Fall 1990-1995 Enrollment Report	Fall 1998 Graduate Survey Respondents
% Full-time	56.4%	43.0% (+21.5% some full/ some part-time)
% Female	97.5%	98.7%
Ethnic Groups		
Native Amer.	0.1%	0.0%
Asian/Pac Is.	0.5%	1.3%
Black/Non-Hisp.	2.4%	2.5%
Hispanic	3.9%	2.5%
White/Non-Hisp.	93.2%	91.1%

Respondents' Academic Demographics. This group of graduates was distributed fairly evenly in terms of graduation year from 1995 through 1998 (about 20% per year), with a slightly lower proportion having graduated in 1993 (7.6%) or 1994 (12.7%). Presumably, a higher number of the earlier graduates have moved away from the address they lived at while attending Suffolk County Community College (and therefore had their surveys returned as undeliverable) and recent graduates probably felt a stronger lingering attachment to the program and institution and therefore were more likely to respond to the questionnaires. Many respondents took both day and evening courses while at the college (45.6%), and a little more than half of (55.7%) had primarily attended classes at the Selden campus.

Perceptions of the Workload in the Early Childhood Program. A little more than half (57.0%) of the responding graduates indicated that the workload in the Early Childhood Program was just as they expected, while almost one-fifth (19.0%) expressed

feelings that it was greater than they expected. On average, these graduates perceived the workload in the program as just about what they had expected. While a lower proportion of graduates than current students indicated that the program workload exceeded their expectations, the fact that one-fifth of even those who successfully graduated felt this may be interesting to explore further. Possibly, students view early childhood as an "easier" program until they actually encounter its vigorous academic requirements.

Ratings of Early Childhood Courses. Almost all of the respondents had taken all of the courses except ED23: Infants and Toddlers: Programs and Care, an elective which was taken by only 31.6% of this group of graduates. All courses received high ratings; close to 80% or more of the respondents who took each course (and gave an opinion) provided ratings of "good" or "excellent" for all courses. No courses received more than 10% ratings of "poor". On average, when rated only by those graduates who took the courses and had an opinion, all courses received ratings of at least "good", with the average ratings for ED22: Early Childhood Activities, ED33: Instructing the Young Child, and ED44: The Child and His/Her World falling closer to "excellent" than "good". Clearly, and not surprisingly, graduates of the program viewed Early Childhood courses in a positive light.

Satisfaction with Aspects of the Early Childhood Program. The responding graduates of the Early Childhood Program expressed high levels of satisfaction with each of the listed aspects of the program including the "variety of instructional approaches used in the classroom" (93.6% of those providing their opinion indicated they were "satisfied" or "very satisfied"), the "overall quality of the instructors" (96.2%), their "preparation for further academic study" (90.8%), and "their preparation to enter the job market" (85.1%). As with the current students, the satisfaction with the other aspects makes it no surprise that most graduates expressed satisfaction with the "overall quality of the Early Childhood Program" (96.2%) and their "overall experiences with the Early Childhood Program" (96.2%). On average, the graduates expressed at least satisfaction

with each of the aspects, with average ratings for the "overall quality of the Early Childhood Program" and their "overall experiences with the Early Childhood program" falling closer to "very satisfied".

Satisfaction with SCCC Services/Activities. Only three of the services were utilized by more than 30% of the respondents: the campus library (used by 88.6%), Early Childhood Program faculty advising (by 78.55), and college academic counselor advising (by 55.7%). The other four listed services received utilization by between 20% and 30% of the respondents. The graduates who expressed opinions generally seemed to indicate satisfaction with the services they used to meet their needs as program students, with over 75% specifying they were "satisfied" or "very satisfied" with all services except the "Job Connection" service in the placement center (which received 52.9% ratings of "satisfied" or "very satisfied"). Only the college academic counselor advising and the "Job Connection" service received average ratings of less than "satisfied", with ratings for those two services falling between "dissatisfied" and "satisfied" (on average closer to "satisfied"). Apparently, most successful graduates do eventually see Early Childhood advisors before graduation, and view those advisors more favorably than general college academic counselors.

Educational Activities after Graduating SCCC. Almost half (49.4%) of the responding graduates indicated that they currently attend another college or university and about one-quarter (24.1%) had already earned a bachelor's degree. Slightly more than half (51.0%) of the respondents who continued their education attended St. Joseph's College in Patchogue after graduating from Suffolk County Community College. An additional one-quarter (25.5%) took classes at Dowling. Of those respondents who continued their education after graduation, most (84.3%) enrolled in elementary education programs, a little more than one-quarter (27.5%) enrolled in a special education program, and a bit more than 10% enrolled in a psychology program (13.7%) or in some other type of program (13.7%). The majority of these graduates, therefore, continued

their education, and usually did so in education related programs (most often specializing in elementary education) and most often transferred to St. Joseph's College or Dowling.

Employment after Graduating from SCCC. Almost three-quarters of the respondents are currently employed either full-time (45.6%) or part-time (29.1%) in some field, and only a small amount (3.8%) are not employed but seeking employment. Most of the currently employed responding graduates find their current job "moderately" or "very" related to their study in the Early Childhood Program (80.0%), feel that the Early Childhood Program prepared them "moderately" or "very" well for their current position (83.6%), and believe that the Early Childhood associate's degree was "moderately" or "very" important in obtaining their current job (72.7%). Only a minority did not find the Early Childhood degree important (23.6%), did not feel that the program prepared them well for their current position (12.7%), and did not think that their current occupation was related to their study in the Early Childhood Program (12.7%). On average, the Early Childhood program was rated as "moderately" important to the graduates getting their current job, more than "moderately" related to their current occupations, and as preparing them better than "moderately" well for their current position. Names of employers, as provided by survey respondents can be found in Appendix Q.

Since graduating from Suffolk County Community College, more than a third (35.4%) of the respondents have held assistant teacher positions, more than one-quarter (27.8%) have worked as head teachers in either Head Start, a day-care center, or a pre-school, and about one-fifth (20.3%) worked in some other non-listed education position. About one-tenth or less of the respondents have held positions as any of the following: public or private school teacher, school aide, director or administrator of an early childhood program, special education teacher, and owner of a day care center.

Apparently most of the students who graduated from the Early Childhood Program went on to work in positions in which they were somehow involved with the education of young children.

Certifications. Most of the respondents do not yet hold and have not yet applied for any of the New York State certifications in early childhood/elementary education or related fields. Most important, only 12.7% of these graduates currently hold New York State Elementary Education Certification with an early childhood annotation. The importance of this certification is growing and instructors and program advisors are placing more emphasis on the importance and usefulness of such certification for current and future early childhood students.

Summary and Overall Analysis of the Survey of Program Graduates. The graduate survey provides some evidence that students in the Early Childhood Program may need better advising from the Admissions and Counseling Centers as to the level of the workload to expect when they take courses in the program. Most of the replying successful program graduates did seek out Early Childhood faculty advisors at some point of their student career at Suffolk County Community College and express more satisfaction with those advisors than the general college academic advisors. This advising may need to take place at an earlier juncture in the program, however.

The responding Early Childhood graduates rated all Early Childhood courses highly, and most expressed satisfaction with the instructors, instruction, and their preparation for further academic study and employment. Consequently almost all also expressed satisfaction with the quality of the program in general and their experiences with the program. This sub-group of program graduates overwhelmingly continued their education in the field and/or became employed in the field. The program appeared to fulfill its major goals, at least for the group of graduates who chose to respond to the survey.

Former Student Survey

The Early Childhood Program Review Committee did make an attempt to survey students who enrolled at the program at one point but who subsequently chose to switch to another program, transfer to another institution, or otherwise leave the college before

graduation. Unfortunately, this group responded at such low rates as to make it impossible to draw conclusions about former program students. The college will have to make another attempt to reach these individuals and assess their opinions of the program and reasons for leaving, especially since this group might provide some valuable suggestions for the college admissions/advisement process.

Recommendations:

1. Maintain current admissions standards on all campuses. Students testing at the developmental level for reading or writing should not be admitted into the program until satisfactorily completing these courses.
2. Continue, along with college efforts, to increase the diversity of students in regard to gender, race and background. Currently, club and professional affiliations (Suffolk Association for the Education of Young Children) have been used to "advertise" the Program. Other avenues should be tried.
3. Continue to meet/send memos to advisement and admissions counselors to gain support and a positive attitude regarding the content, requirements, and transferability of the Program. Student comments and feedback reflect a somewhat negative response from counselors when asking about a teacher education degree.
4. Encourage evening and part-time student involvement in clubs and professional meetings. Also, support evening and part-time students' advisement process by emphasizing the availability of full-time faculty to meet with them at hours convenient to them if appointments are made.
5. The "Job Connection" office needs to advertise more to make itself even more familiar to students. Although many flyers are sent out and announcements in the school newspaper are frequent, students still seem either unaware of or reluctant to make use of this excellent resource.

STAFFING:

Faculty for the Early Childhood Program is comprised of the following:

a) There is one early childhood faculty member for the three-campus programs who functions as its Inter-Campus Coordinator.

b) There is one full-time instructor each at the Ammerman, Western and Eastern Campuses, who teach early childhood courses.

c) There were 20 adjunct early childhood faculty employed this past spring 1999 semester.

d) There is one adjunct Professional Assistant who is responsible for the early childhood lab on the Ammerman Campus.

Results of the survey of early childhood adjunct faculty (Appendix R) regarding demand for services indicates that most needs are adequately met (see Section 5), although many may do their own typing and material preparation because they are not on campus daily.

The questionnaire also asked all instructors to evaluate the role of the Coordinator and the effectiveness of program faculty meetings. Respondents overwhelmingly stated that they found the Early Childhood Coordinator both responsive to their needs and supportive of their efforts, with the responsiveness of other campus administration, on an average, rated as very good.

All Early Childhood adjuncts are New York State certified teachers and are professionals in the early childhood field (Appendix B). Most are members of the National Association for the Education of Young Children and have at least one advanced academic degree. Many attend conferences and are active in the profession,

adding to their professional development and growth. Announcements of professional meetings and conferences are distributed periodically and placed on the various early childhood program bulletin boards by the coordinator.

Regarding additional forms of professional development, the Early Childhood adjunct faculty meets regularly with the Coordinator to discuss programs, curriculum changes, and instruction methodology. All participate, contribute and, as indicated by the survey results, find these meetings quite helpful and productive.

The hiring process for Early Childhood adjuncts involves the Coordinator and the appropriate campus administrator. Both are involved in making the final decision, with recommendations and interviews usually done by the Coordinator. Currently, qualified adjuncts have been retained for each course, but difficulties arise for day class offerings. Observations by administrators attest to the adjunct faculty's ability to provide students with a high quality educational experience. In addition, voluntary (on the part of the instructor) surveys evaluating instructors are done each semester and reviewed by the Coordinator further support the excellent rating of the Early Childhood faculty (Appendix R). It appears that hiring procedures have been more than adequate.

The only additional staff needed would be an adjunct professional assistant for the lab rooms on the Eastern and Western Campuses, once the space has been designated for Program use.

Recommendation

Retain a Professional Assistant to maintain a lab room once a permanent space is acquired on each campus. Currently, the Ammerman Campus has an adjunct Early Childhood Professional Assistant shared with the Therapeutic Recreation Program who maintains equipment, materials, and general order.

RESOURCES:

As is true for any profession, and especially that of an applied education program, the physical environment is essential to the successful fulfillment of the professional's responsibilities. Space, facilities, set-up, furnishings, equipment, instructional materials and supplies can profoundly impact all methods of instruction. While technologically sophisticated teaching aides may be beneficial to contemporary instruction delivery, the Early Childhood Education Program's goal to provide a sound, practical and relevant education to Suffolk County Community College students requires that even more basic and concrete supports be in place.

The Early Childhood Education Program Review Instructor Survey (Appendix Q) addresses conditions of the teaching environment. Components of the educational environment under review included the existence and condition of classroom facilities and supplies, availability of running water, student seating, and temperature/air quality control. These received ratings no higher than average, with several of the features rated as fair or poor. Faculty rated space for storage and the work space from fair to poor at the Eastern and Western Campuses. Survey results indicated that majority (65%) of the early childhood faculty require running water in their classrooms and prefer that the rooms be furnished with large tables, chairs and have ample space for group activities and hands-on projects and dynamic, concrete learning presentations. There is **no** devoted space for early childhood education classes on the Western Campus and only moderate space on the Eastern Campus. There are adequate facilities on the Ammerman Campus. It is apparent that these central and very basic educational needs are not being sufficiently met.

On a more positive note, secretarial support (for typing course outlines or exams, or copying course material) received ratings of approximately very good on average, with most respondents rating such support as very good or excellent on all campuses.

The Library contains various materials to support this program under the following headings: Child Development; Education, Preschool; Learning, Psychology of; Education sociology; Early Childhood Education.

The Ammerman Library contains 628 circulating and reference titles with a median date of 1973 in the discipline. The Western Library contains 110 circulating and reference titles with a median date of 1978 in the discipline. The Eastern Library contains 173 circulating and reference titles with a median date of 1972 in the discipline. These titles represent .526% of the titles in the Campus collection. 114 book titles were added college wide to the collection in the last five years of the program review cycle. The statistical base for this differs from the circulation base, so we are able to get a five-year figure.

The Ammerman periodical collection contains 11 titles in this discipline. All titles are current subscriptions. For 1997-98 there was a circulation of 607 or 4.92% that were periodicals that support the program.

The Media Resources Center equipment consists of video cassette players, slide views, and a 16mm-film projector. There are 32 titles which support the program. Twelve titles have been added in the last five years.

While the library's book, periodical, and media collection is adequate in relation to the needs of the Early Childhood Program, the faculty should continue to suggest materials to the liaison librarian and/or media librarian.

Recommendations

1. Lab rooms dedicated to the Early Childhood Program should be added at the Western and Eastern Campuses. Adjunct Professional Assistants should be assigned to each lab, as is done presently at the Ammerman Campus.
2. Campus facilities and buildings need to be maintained and the air/water quality and heating/cooling systems upgraded.
3. Noting the median age of the book collection, there should be thorough weeding (which the library plans to do), and more aggressive book ordering done with recommendations from Early Childhood faculty.
4. Students would benefit from library lectures highlighting materials in the field. This will be recommended to all early childhood faculty.
5. Better use can be made of the overall collection by early childhood faculty if subject guides are developed by the librarians. This project is to be undertaken by the librarians this fall. These guides combined with library lectures would provide an introduction to the specific literature of the field.

MAJOR ISSUES

The single major issue affecting early childhood education during the next few years will be the proposed changes in New York State requirements for teacher certification. As noted in this report, a number of students plan to transfer from the Early Childhood Program to a four-year college in order to obtain a degree in education leading to New York State teacher certification. At this time, proposed changes in the New York State teacher certification requirements do not affect the two-year Early Childhood Program. The State University of New York at Oneonta, Dowling College, and St. Joseph's College accept our curriculum credits at this writing.

It is hoped that the state, with its new universal pre-kindergarten program initiative will encourage and foster the two-year early childhood graduate to enter the field as a professional or teaching assistant. Early childhood programs must, by law, have a higher teacher/child ratio and this necessitates having more trained staff in each classroom. Two-year programs such as ours could and do provide such staffing.

Significant changes may occur in the pre-kindergarten through grade six New York State certification requirements. These standards will be carefully monitored and reviewed after they are finalized by the Board of Regents to assess how the Early Childhood Program will meet them. Program revisions will be considered, if appropriate, to the Early Childhood Associate Degree curriculum at that time.

PROGRAM REVIEW RECOMMENDATIONS

1. Continue to support the *developmentally appropriate* focus of the program philosophy in order to meet the highest aspirations of the field and the needs of children and families in the twenty-first century.
2. Continue to work with representatives of educational and community institutions to receive ongoing feedback on ways we can best serve the needs of the market place and our community(ies).
3. Continually reevaluate the content of the early childhood courses offered in regard to their currency and sufficiency, proposing whatever changes are deemed necessary to make their range, depth and focus most useful to today's and tomorrow's teachers.
4. Maintain status of college wide Coordinator to supervise the quality and effective administration of this program.

   This program is both a career program and a preparation for advanced study. It requires coordination between campuses for consistency and maintenance of standards. The administrative arrangement that is strongly recommended is the continuation of a coordinator as a college wide position irrespective of the number of early childhood faculty on any single campus.

5. Practicum sites should continue to be approved and evaluated by the Coordinator of the Early Childhood Program.

   The practicum is an essential part of the program and selecting developmentally appropriate sites requires the special expertise of the professionals who teach in the discipline. This requires the constant evaluation of these centers, so that our students receive the best training possible.

6. Continue ongoing communication with the Counseling and Admissions Advisors on all Campuses to improve awareness and requirements of the Early Childhood Program.

   Although most students rated advisement from their Early Childhood advisors as above average, Advisement, Counseling, and Admissions Offices have, at times, confused students regarding the quality and transferability of the degree.

7. The Admissions Office on each campus should be solely responsible for admitting students, keeping records of numbers admitted.

   Admissions numbers should be assigned to each campus Admissions Office by the Program Coordinator, who has knowledge of the total number of affiliations/sites for student placements.

8. Maintain current admissions standards on all campuses. Students testing at the developmental level for reading or writing should not be admitted into the program until satisfactorily completing these courses.

9. Continue, along with college efforts, to increase the diversity of students in regard to gender, race and background. Currently, club and professional affiliations (SAEYC) have been used to "advertise" the Program. Other avenues should be tried.
10. Continue to meet/send memos to advisement and admissions counselors to gain support and a positive attitude regarding the content, requirements, and transferability of the Program. Student comments and feedback reflect a somewhat negative response from counselors when asking about a teacher education degree.
11. Encourage evening and part-time student involvement in clubs and professional meetings. Also, support evening and part-time students' advisement process by emphasizing the availability of full-time faculty to meet with them at hours convenient to them if appointments are made.
12. The "Job Connection" office needs to advertise more to make itself even more familiar to students. Although many flyers are sent out and announcements in the school newspaper are frequent, students still seem either unaware of or reluctant to make use of this excellent resource.
13. Lab rooms dedicated to the Early Childhood Program should be added at the Western and Eastern Campuses. Adjunct Professional Assistants should be assigned to each lab, as is done presently at the Ammerman Campus.

14. Retain a Professional Assistant to maintain a lab room once a permanent space is acquired on each campus. Currently, the Ammerman Campus has an adjunct Early Childhood Professional Assistant shared with the Therapeutic Recreation Program who maintains equipment, materials, and general order.
15. Campus facilities and buildings need to be maintained and the heating/cooling systems upgraded.
16. Noting the median age of the book collection, there should be thorough weeding (which the library plans to do), and more aggressive book ordering done with recommendations from early childhood faculty.
17. Students would benefit from library lectures highlighting materials in the field. This will be recommended to all early childhood faculty.
18. Better use can be made of the overall collection by early childhood faculty if subject guides are developed by the librarians. This project is to be undertaken by the librarians this fall. These guides combined with library lectures would provide an introduction to the specific literature of the field.

APPENDIX

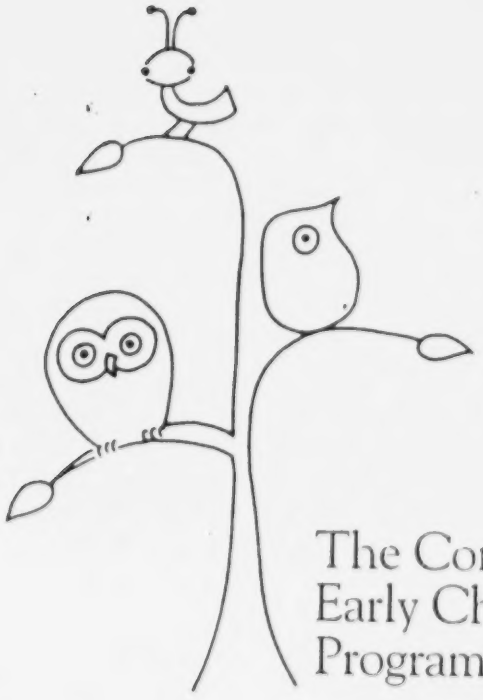
College of Human Ecology • Department of Human Development

Promising Practices

New York State Universal Prekindergarten

Susan A. Hicks, Kristi S. Lekies, and Mon Cochran

January, 1999



The Cornell Early Childhood Program

CORNELL UNIVERSITY

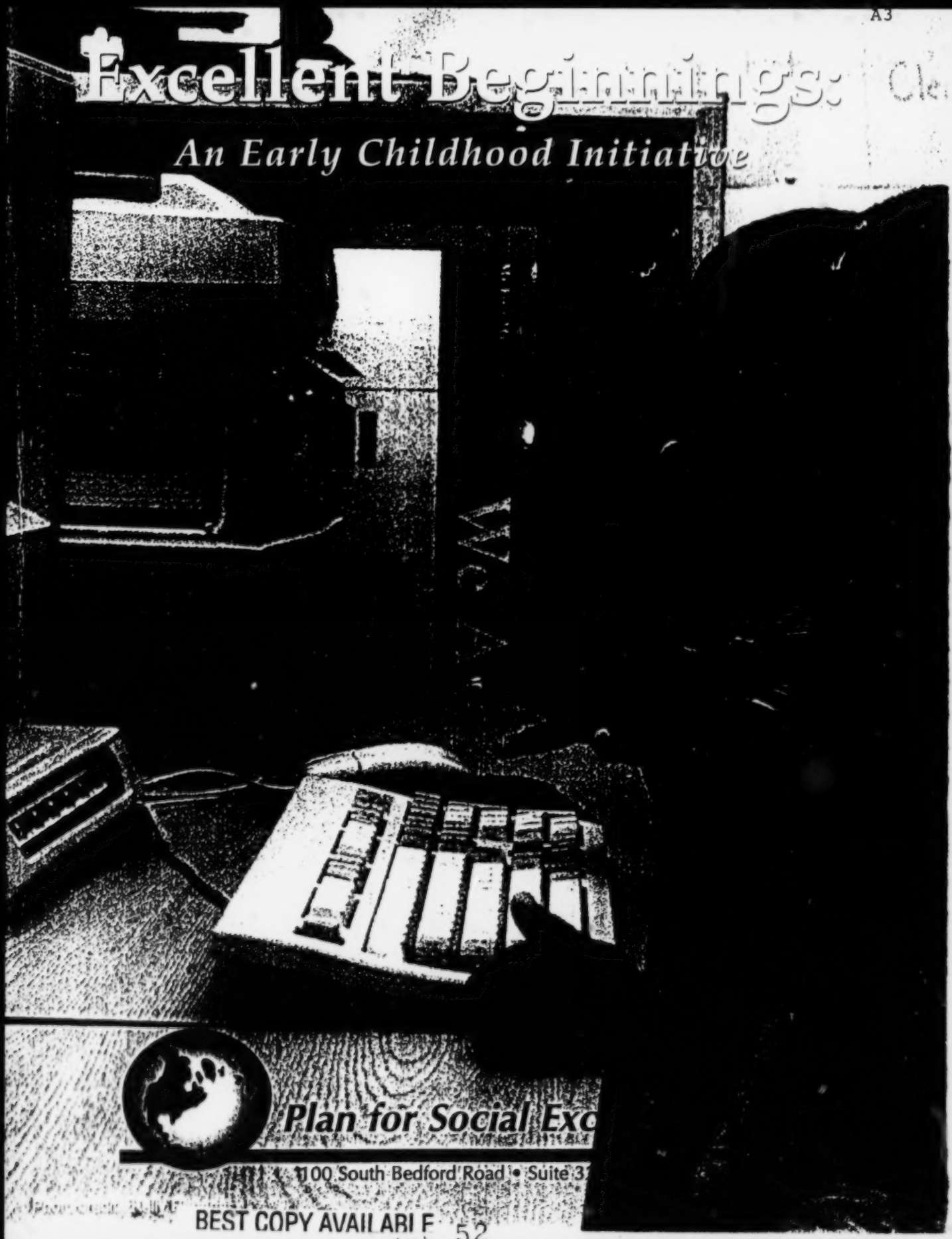
Martha Van Rensselaer Hall Ithaca, NY 14853-4401 Telephone: 607-255-2260 Fax: 607 255-8767 E-mail: mmc6@cornell.edu

Early Elementary
Resource Guide
to
Integrated Learning

New York State Education Department
Albany, New York

Excellent Beginnings: Cle

An Early Childhood Initiative



Plan for Social Exc

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Early Childhood Faculty Professional Affiliations/Memberships

Association for Childhood Education International (ACEI)
American Associate Degree Early Childhood Educators (ACCESS)
Child Care Council of Suffolk
Children's Defense Fund
National Association of Early Childhood Teacher Educators (NAECTE)
National Association for the Education of Young Children (NAEYC)
New York State Association of Colleges for Teacher Education (ACTE)
New York State Association of Teacher Educators (ATE)
New York State Child Care Coordinating Council (NYSCCCC)
Suffolk Association for the Education of Young Children (SAEYC)
Who's Who Among America's Teachers

Positions Held by Early Childhood Faculty

Education Coordinator, Child Care Council of Suffolk
Principal, Public School
Directors, Day Care Center
Directors, Nursery School
Math/Science Coordinator, Public School District
Early Childhood Consultant
Pre-Kindergarten Teacher
Kindergarten Teacher
First Grade Teacher
Second Grade Teacher
Columnist/Author

Appendix C

EARLY CHILDHOOD PROGRAM
STATEMENT OF PHILOSOPHY

The understanding and appreciation of early childhood stems from the study of writings and research of educational philosophers and psychologists. This background is the basis for the development of methods of teaching young children. These methods utilize and modify instructional approaches by stressing the importance of the stages of development in early childhood.

Study of the development of a child's physical, cognitive, social and emotional growth emphasizes the step-by-step progression through which a child acquires knowledge of self and environment. It demonstrates the individual and unique process that learning is. A child's experiences and perception of them are the basis for the formation of concepts of self and of the environment. Such concepts are constantly being re-evaluated, re-organized and manipulated as the child is exposed to new experiences. New concepts need to be perceived though all senses to be successfully integrated into a child's system of thinking. They need to be related to prior knowledge so that familiar concepts can be assimilated or discarded and replaced with new information.

The quality of the experiences an educator provides for the child is paramount. Experiences must be meaningful. They need to involve the child and need to be age-appropriate, well sequenced and well organized. Concurrently, the learning process must be process-oriented, not product-oriented. Process-oriented teaching allows the child to explore media and material without being bound by a pre-determined product whose characteristics have been defined and determined by the teacher. It allows the development of the creative potential that is inherent in each child. The learning process is highly individualized and unique to each child. Learning styles vary with the strengths and weaknesses of the individual and the accumulation of knowledge is a delicate process. Many teaching behaviors can easily discourage further attempts in the sensitive child while lack of success can affect self-image. Curriculum in Early Childhood should be developed to satisfy the needs of the individual while establishing goals that permit the child to experience success.

The Suffolk County Community College Early Childhood Program, whose primary purpose is the instruction of students in this field, supports this philosophy. It exposes students to the importance of allowing a child the opportunity to assume appropriate responsibility for learning, regardless of subject area. It discourages excessive teacher-dominated instruction, the use of dittos, and stresses child centered learning which encourages exploration of materials, the manipulation of these materials, and the encouragement and acceptance of ideas which are associated with this exploration. It is supportive of the child's expression of such ideas through appropriate media under the sensitive guidance of the teacher.

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MEMORANDUM

TO: **Early Childhood Faculty**

FROM: **Darlene**

DATE: **May 26, 1999**

RE: **Info**

1. I am enclosing the new DAP for those of you I believe do not have one. Although we will be adopting it only for ED11 this semester, it will be the adoption in future terms.

2. I forgot to mention in my minutes that Angela Milner (ed25) would be having her work shown at the Hecksher Museum of Art from June 21, 1999 to August 16, 1999. You are also invited to "meet the artist" at a reception on Sat., July 10, 1999 from 1pm to 3pm.

3. We have finally received 2 new videos recommended by Connie Galin. Setting Sail: An Emergent Curriculum Program and Children at the Center: Reflective Teachers at Work are excellent additions to the Ammerman Campus library early childhood video collection. They seem appropriate for ED22 and Ed33/44 in particular. We have many fine videos – look under early childhood, education, or child development in the library catalogue.

4. Ed33 instructors will receive their lists, etc., at the end of July. Again, all other instructors must let me know if you need texts. If you know your assignment now and need a book, please leave me a message.

5. Program review committee members—please send me final copies of you your chapters ASAP.

6. We will have no college aides or student aides this summer. Ammerman Campus faculty should get their outlines in for typing ASAP. You may have to come in to make class copies for yourself – and I apologize, but have no control over this decision.

May26

SUFFOLK COUNTY COMMUNITY COLLEGE

MEMORANDUM

TO: Early Childhood Faculty

FROM: Darlene

DATE: May 20, 1999

RE: Minutes of Meeting of May 19, 1999 (and other stuff)

Announcements:

1. If any student has received below a C grade, a copy of your grade sheet must be sent to me so letters will be sent to students by the appropriate campus administrator.
2. Send for Promising Practices: NYS Universal Prekindergarten from M. Cochran, Cornell University, Martha VanRensselaer Hall, Ithaca, New York 14853-4401. It is free.
3. I hope to hold another meeting in the fall. Dot Schroeder will present the New York State Learning Standards.
4. Fall course assignments will be made by June 9 and assignment letters will be sent out later.

You may call to find out what/when you will be teaching and we can send you the text at that time. Remember, only ED11 will be using the new DAP.

Joan Rocchetta guided us through a developmentally appropriate experience (you will all remember the shoe, I'm sure) and this lead to discussion of philosophy, presentation and how our students internalize material. The differences between passive, active and hands-on learning were demonstrated, with all of us participating. The more the teacher "enters into" the child's experience, the less, we find, goes on, in terms of language and thought. Active learning requires the learner to manipulate materials, have/make choices and think. Our students have to plan activities with an understanding of why, not what, the child will be doing. Again, it's the process. (If you ever try the "shoe" or any other object experience, you may want to start with a picture of the object and then lead into looking, touching the real thing.)

Should you have any questions, please call Joan.

The activity plan format was discussed. While the program does want all students to be familiar with all the components in the current form, you may adapt the form to your needs and forward a copy to me.

C: V.P. Canniff and appropriate Deans

SUFFOLK COUNTY COMMUNITY COLLEGE

MEMORANDUM

TO Early Childhood Faculty

FROM: Darlene

DATE: April 27, 1998

RE: Program Faculty Meeting

A Program meeting is scheduled for Wednesday, June 10, 1998 at 4:P.M. in R117. There are several topics that will be discussed:

1. Ed22 – Please be prepared to discuss /demonstrate/share your teaching techniques (webbing, planning, etc.)
2. Ed11 - Proposed N.Y.S. Certification changes, if there is an update; Child care options, bring any handouts you use.
3. Education Emphasis Liberal Arts A.A. Degree proposal
4. Student and grading concerns.

Enclosed is the book list for Fall 1998. Please note there will be a new edition of the Ed 22 text and Ed33 has a change (the book used in Ed44 is now being used in Ed33). After you receive your course assignment, please call me immediately if you need a copy of the text.

Cc: V.P. Canniff
Executive Deans Braxton, Parrish and Peevey
Deans Arrigon, Connors and Gilhooley
Assistant Deans Brennan and Lorenzo
Department Heads deZorzi and Ripel

June10meet

EARLY CHILDHOOD TEXTBOOKS
Fall 1998

TITLE	AUTHOR	PUBLISHER	CAMPUS S W E
Ed.11 Early Childhood Education Today Developmentally Appropriate Practice Savage Inequalities	Morrison Bredenkamp Kozol	Merrill NAEYC #224 Harper	
Ed.22 An Activities Handbook for Teachers of A Young Children Child Goes Forth, new 9th D.A.P.	Croft Taylor	Houghton-Mifflin Prentice Hall NAEYC	
Ed.23 Infants, Toddlers and Caregivers DAP	Gonzalez	Mayfield	
Ed.25 Art: Basic for Young Children Analyzing Children's Art DAP	Lasky Kellogg	NAEYC #106 Mayfield	
Ed.33 Annual Editions: Early Childhood Education 1997-1998 Resources for Creative Teaching in Early Childhood Educ. DAP	Hamilton, et al	McGraw-Hill Harcourt, Brace & Javonich	
Ed.35 Music in Our Lives Music: A Way of Life for Young Children DAP	MacDonald Bayless	NAEYC #107 MacMillan	
Ed.44 Resources for Creative Teaching in Early Childhood Education DAP	Hamilton, et al	Harcourt, Brace, & Javonovich	
Ed.45 Stories: Children's Literature in Early Education DAP	Raines	ITP-Delmar	

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SUFFOLK COUNTY COMMUNITY COLLEGE
MEMORANDUM

TO: Early Childhood Faculty

FROM: Darlene Hochman, Early Childhood Coordinator

DATE: September 8, 1997

RE: General Information

1. Please be sure all students in ED11/ED22 receive the Student Information Sheet.

2. Three copies of your course outline and your sign-in room number should be forwarded to me.

3. ED33 instructors - be sure to check student records for ED22 and that they received a 'C' or better in all previous ED courses.

4. Students enrolled in ED11 and ED22 during the same semester must do **six** separate observations. The philosophy of our program supports this: combining the assignments would limit the students' learning opportunity and be unfair to others taking the courses separately.

5. I have modified the Activity Plan form (see attached) for my students. I believe it is more cohesive and eliminates some of the repetition on the original form. Please let me know if you approve and if you are going to use it.

6. We may be needing additional adjunct faculty both day (mainly) and evening for the Spring. If you would like an additional course or can recommend someone, please let me know (or, better, have the individual send me a resume and a note stating you suggested they contact me).

7. Please announce the SAEYC meeting (see attached).

Have a great semester.

DH:nab

cc: Academic Vice-President
Provosts
Deans of Instruction
Department Heads

D#1WORD\EDGenInf

Please announce in class:

SAEYC = Suffolk Assoc. for the Education of Young Children

The first meeting will be on Oct 16, 1997, Thursday, ~~FEB~~ 7:30 P.M., at
Suffolk Community College
Main Lounge
Ammerman Campus
Selden

All student are welcome & encourage to come and learn about the A.E.Y.C.

Question? Call 286-0210

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SUFFOLK COMMUNITY COLLEGE
MEMORANDUM

TO: Early Childhood Faculty, Selden Campus

FROM: Darlene

DATE: August 28, 1996

RE: OUR NEW ROOM: R117

We are fortunate to have been assigned R117 for our use. Program materials have been placed in the cabinets, labeled and on the shelves and in our storage room in the back. Keys for the cabinets and storage room have been ordered for each of you. I believe the following guidelines will be helpful for us all (the Therapeutic Recreation Program, which shares R117, has their own storage closet):

1. The "inner closet" within the storage closet has been designated **For Coordinator Use Only**; no materials, etc., are to be placed there. Forms, instructor resource material, program documents are being housed there.

2. Cabinets, etc., have been carefully labeled. Please replace items in the appropriate place.

3. Maintaining a clean and orderly room is essential, both as a learning experience for our students and as a courtesy to colleagues. Please clean up (students are to participate), wash table tops, and clean counters of everything before class is dismissed.

4. You may designate a shelf or space in the storage closet (either on the metal or wood cabinets) for student work to be saved. Be sure to have your name/class/date on the shelf. Anything lying about will be discarded.

5. Please use only thumb tacks on the bulletin boards, as staples can tear the fabric. Also, when a board is used, it must be labeled with the class and section number for which it has been designated.

6. Tables can/should be left open and as there is not need to fold them, but they must be cleaned and washed, and all scraps removed from the floor, etc.

7. Please let me know if there are any other issues or concerns that arise during the semester.

I hope you enjoy the space and the convenience. I wish you all an exciting semester.

DH/nab
D#R:R117

SUFFOLK COUNTY COMMUNITY COLLEGE
NURSING, HEALTH CAREERS AND PHYSICAL EDUCATION

FACULTY EVALUATION

Directions: Please fill every blank and respond to each statement by "X"ing out one of the letter grades. **A** represents excellent performance or the highest degree. **F** represents unsatisfactory performance or the lowest degree. **N** means that the statement does not apply.

Instructors
Name_____ Course_____ Section_____

Date_____

1. The objectives of the course were clear.....A B C D F N
2. Increased my knowledge in the area of this course.....A B C D F N
3. Was prepared for class.....A B C D F N
4. Made assignments clear.....A B C D F N
5. I felt free to ask questions.....A B C D F N
6. Answered all questions or suggested a way to find the answer.....A B C D F N
7. Began class punctually and held class for the full period.....A B C D F N
8. Was available during office hours.....A B C D F N
9. Spoke clearly and audibly.....A B C D F N
10. Was willing to help when I went to him/her.....A B C D F N
11. The grade for this instructor in this course is.....A B C D F N

Please make any comments that will evaluate the instructor more completely:

DH:nab
D#WORD#1.FE

SUFFOLK COMMUNITY COLLEGE

EARLY CHILDHOOD PROGRAM EVALUATION

CAMPUS:_____ Date:_____

Your observations, comments and suggestions will be helpful in the evaluation of the Associate Degree Early Childhood Program at Suffolk Community College. Your signature is optional.

Please answer the following questions briefly and be as specific as possible.

1. What do you consider the positive aspects of the <u>total program</u>?

2. Which factors were most helpful to you?

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3. What changes do you suggest?/What needs improvement?

4. Comments:

Thank you.

Name:_____
(Optional)

DH:vw
D#HC#2/eval-ec

SUFFOLK COUNTY COMMUNITY COLLEGE
EARLY CHILDHOOD STUDENT INFORMATION SHEET

ADMINISTRATION

1. The Intercampus Coordinator for the Early Childhood Program is Professor Darlene Hochman (451-4299). Any questions or problems regarding transfers, the practicum, credits, waivers, or prerequisites should be directed to her.

2. At the Eastern Campus, the Early Childhood faculty member to see for advisement is Kathleen Mars (258-2605) in the Orient Building. At the Western Campus, the Early Childhood faculty member to see for advisement is Robin Means (434-6752) in North Cottage. At Selden, it is Alan Weber (451-4299) in R116.

PROGRAM/GENERAL INFORMATION

1. The Early Childhood Program is a restricted curriculum. Individuals must apply through the Admissions Office for acceptance either upon initial entry into the college or after completing the courses listed in the College Catalogue. Admission is not guaranteed. Those students taking ED11 and/or ED22 who are not accepted into the Program can use these courses as electives in the Liberal Arts or General Studies curricula and also transfer to a four year program.

2. Students who have enrolled in the Early Childhood Program (Curriculum Code 330) must achieve a minimum grade of C in each Early Childhood course in order to continue on to the next course in the Early Childhood sequence and to qualify for graduation. Students may repeat a course once.

3. The Early Childhood Activities course, ED22, is a prerequisite for ED33. Any student entering the Early Childhood Program in the spring semester must register for ED22 so as to be able to continue the necessary sequence for graduation the following year. The Foundations of Early Childhood Education course, ED11, should be taken concurrently with the ED22 for those entering in the Spring semester.

4. When a course is closed (filled) at one campus, students must register for that course at another campus. This is important, especially in the case of ED33 (practicum). Practicum placements (for students not in an ED33 class at their home campus) may be arranged for the convenience of the student at Early Childhood programs situated nearer the student's home. Delayed enrollment in ED33 will require waiting another year until it is offered again in the fall.

5. At the Western and Eastern Campuses, the ED25: Art, ED35: Music and ED45: Children's Literature courses are offered on a rotating basis. At the Ammerman Campus, all three of these courses are offered either day or evening each semester. Students may have to register at the Ammerman Campus if one of these courses is necessary for graduation and is not being offered at the student's home campus. Each of these courses: (ED25, ED35, ED45) is offered at least once over the academic year at the Eastern & Western Campuses.

PRACTICUM

1. The first practicum course, ED33, is offered during the fall semester only and must be taken as a prerequisite to the second practicum course, ED44, which is offered during the spring semester only.

2. During the first ED33 and ED44 class meetings, students will be assigned by the instructor to a placement in college affiliated Early Childhood Programs located throughout Suffolk County. At this time, practicum times will be determined according to the instructor's teaching schedule.

3. Students cannot be employed by the program in which they are placed.

4. Students remain with the same instructor and practicum site for both ED33 and ED44 unless prior permission is given by the Program Coordinator to change.

TRANSFER INFORMATION/LEAVE OF ABSENCE

1. New York State requirements for teacher certification are discussed in ED11. Currently, Code 330 students may transfer easily to St. Joseph's. Code 330 students must take their two elective courses in either their chosen area of specialty (36 credits), in a foreign language (Spanish is recommended) or in math or science. Dowling College offers dual certification in certain areas. Students must check with these and other transfer institutions of their choice to assure the most successful transfer.

2. An articulation agreement with SUNY Oneonta requires that students take a year of a foreign language or PC63 and SO41 as their unrestricted electives. Students intending to transfer to Oneonta must also take a year of science instead of any math elective. Students should check with SUNY Oneonta for specific requirements and updates on transfer requirements.

3. A Code 330 student taking a leave of absence from the College must submit the appropriate form to the Registrar to be reinstated in the Early Childhood curriculum upon her/his return.

Spring '98-DH:nab
D#HC#1b:info

EARLY CHILDHOOD ADVISORY COMMITTEE MEMBERS

1999/2000

Prof. Darlene Hochman, Chairperson
Suffolk County Community College
Ammerman Campus – R106
533 College Road
Selden, NY 11784-2899

Ms. Constance Galin
Child Care Council of Suffolk
Old Farms School
Calvert Avenue
Commack, NY 11725

Ms. Terri Glatzer, Director
Suffolk Kids' Cottage
Crooked Hill Road
Brentwood, NY 11717-1092

Ms. Audrey Hopkins, Director
Campus Kids Child Care Center
533 College Road
Selden, NY 11784-2899

Ms. Judithy Levine
Suffolk Y Nursery School
74 Hauppauge Road
Commack, NY 11725

Ms. Lucille Oddo, Executive Director
S.U.N.Y. Stony Brook Child Care Services
Daniel Webster Drive
Stony Brook, NY 11790

Ms. Karen Scott, Education Coordinator
Children's Community Head Start
2210 Smithtown Avenue
Ronkonkoma, NY 11779

DH:nab
D#2WORD:ECAdvisoryComm

NEW YORK STATE
PROVISIONAL CERTIFICATE REQUIREMENTS
TEACHER N-6

PROVISIONAL CERTIFICATE REQUIREMENTS

- Completion of a State approved teacher elementary education program OR baccalaureate degree which includes or is supplemented by the following:
  - 6 credits in English; 6 credits in Math
  - 6 credits in Science; 6 credits in Social Studies
- 36 credits in one of the liberal arts and science subject areas
- One year of college level study of a language other than English OR its equivalent
- 30 credits in professional education (6 must be in the teaching of reading)
- Two-hour State approved seminar in child abuse recognition and reporting
- Successful completion of the New York State teacher certification examinations:
  - Liberal Arts and Sciences Test (LAST)
  - Written Assessment of Teaching Skills - Written (Elementary ATS-W)
- College-supervised student teaching experience in both lower (pre K-3) and upper (4-6) grades or one year of paid, full-time satisfactory service in the area of certification
- U.S. citizenship or Declaration of Intention required

REQUIREMENTS FOR A BILINGUAL EXTENSION

- All of the above AND completion of a State approved bilingual education program OR
- 24 semester hours in bilingual/bicultural course work, which must include all of the following areas:
  - Cultural perspectives
  - Theory and practice of bilingual/multicultural education
  - Linguistics
  - Native language arts
  - Methods and materials of teaching E.S.O.L.
  - Methods of teaching core subject areas in the native language
  - Evaluation in bilingual education
- College supervised field experience or one year of full-time satisfactory teaching service in the area of certification
- Passing score on the English Language Proficiency Assessment for Classroom Personnel (ELPA-C). This assessment consists of audiotaped listening and speaking components which measure English language proficiency.
- Passing score on the Target Language Proficiency Assessment (TLPA). This assessment consists of audiotaped listening and speaking components and written components which measure listening, speaking, reading and writing skills in the target language of instruction.
- Two-hour State approved seminar in child abuse recognition and reporting

PLEASE NOTE

Individuals may apply for a bilingual extension after they have filed or concurrent with filing an application for the monolingual certificate. A separate fee is required for each.

Applications must be filed with the New York State Education Department. To obtain application and fee information, please contact:

New York State Education Department
Office of Teaching
Cultural Education Center, Room 5A-11
Albany, New York 12230

Telephone: (518) 474-3901 (between 9:45AM - 11:45AM or 12:45PM - 4:30PM)

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above information is based on current New York State regulations. It is your responsibility to obtain manent certificate in accordance with The Regulations of the Commissioner of Education. 11/95

1997

NEW YORK STATE
PROVISIONAL CERTIFICATE REQUIREMENTS
TEACHER OF SPECIAL EDUCATION N-12

PROVISIONAL CERTIFICATE REQUIREMENTS

- Completion of a State approved program in special education OR baccalaureate degree which includes or is supplemented by:
- 12 credits in professional education
- 24 credits appropriate to the teaching of special education which may include no more than 9 credits categorized as related to the teaching of special education
- Two-hour State approved seminar in child abuse recognition and reporting
- Successful completion of the New York State teacher certification examinations:
  - Liberal Arts and Sciences test (LAST)
  - Assessment of Teaching Skills-Written (Secondary ATS-W) or
  - The NTE Core Battery test
- College supervised student teaching experience or one year of full-time satisfactory teaching service in the area of certification
- U.S. citizenship or Declaration of Intention required

REQUIREMENTS FOR A BILINGUAL EXTENSION

- All of the above AND completion of a State approved bilingual program OR
- 15 semester hours in bilingual/bicultural course work, which must include all of the following areas:
  - Cultural perspectives
  - Theory and practice of bilingual/multicultural education
  - Methods of teaching the subject area in the native language
  - Native language arts
  - Methods and materials of teaching E.S.O.L.
- College supervised field experienc or one year of full-time satisfactory teaching service in the area of certification
- Passing score on the English Language Proficiency Assessment for Classroom Personnel (ELPA-C). This assessment consists of audiotaped listening and speaking components which measure English language proficiency.
- Passing score on the Target Language Proficiency Assessment (TLPA). This assessment consists of audiotaped listening and speaking components and written components which measure listening, speaking, reading and writing skills in the target language of instruction.
- Two-hour State approved seminar in child abuse recognition and reporting

PLEASE NOTE

Individuals may apply for a bilingual extension after they have filed or concurrent with filing an application for the monolingual certificate. A separate fee is required for each.

Applications must be filed with the New York State Education Department. To obtain application and fee information, please contact:

New York State Education Department
Office of Teaching
Cultural Education Center, Room 5A-11
Albany, New York 12230

Telephone: (518) 474-3901 (between 9:45AM - 11:45AM or 12:45PM - 4:30PM)

The above information is based on current New York State regulations. It is your responsibility to obtain a permanent certificate in accordance with The Regulations of the Commissioner of Education. 11/95

Hochman
> 44

Early Childhood 12/97

H2

(Early)

COMPARISON OF PROPOSED AND CURRENT NEW YORK STATE CERTIFICATE TITLES FOR CLASSROOM TEACHERS

PROPOSED	CURRENT
Childhood Education Specialist, K-6	**Common Branch, PreK-6**
Early Childhood Education Specialist – endorsement of K-6 certificate required for teaching PreK-1	**Early Childhood** – annotation of PreK-6 certificate optional for teaching PreK-3
Adolescence Specialist, for teaching in grades 7-12 a subject or interdisciplinary field from an area of the student learning standards, e.g., mathematics or English - **Endorsement** required for this specialist to teach subject in **grades 5 & 6.**	**Academic Subject, Grades 7-12** - Extension required for teaching language other than English in PreK-6 or other academic subject in grades 5 & 6. - Extension required for PreK-6 teacher to teach academic subject in grades 7-9
Occupational subjects included in cert. below	**Occupational Subjects**
Special Subject Specialist, PreK-12 (e.g., art)	**Special Subject, PreK-12**
Literacy Specialist, PreK-12 - **Endorsements** available for special expertise in early childhood, childhood, or adolescence	**Reading Teacher, PreK-12**
Special Education – Childhood (students not participating in general education curriculum) **Special Education – Adolescence & Adult** (students not participating in general education curriculum) - **Endorsements** available for both certificates in teaching blind and visually impaired, deaf and hearing impaired, or English as a new language	**Special Education, PreK-12** **Deaf & Hearing Impaired, PreK-12** **Blind and Partially Sighted, PreK-12**
Speech and Language Specialist, PreK-12	**Speech and Hearing Handicapped, PreK-12**
School Media Specialist (library & education technology), PreK-12 - **Endorsement** available as Technical Expert in computer technology	**School Media Specialist, PreK-12** **School Media Specialist (library), PreK-12** **School Media Specialist (educational communications), PreK-12**
Other **endorsements** available for the Childhood and Adolescence Certificates: - **Special education students** in general education curriculum - **Blind and visually impaired students** in general education curriculum - **Deaf and hearing impaired students** in general education curriculum - **English as a new language** - **Gifted and talented students**	**English for Speakers of Other Languages, PreK-12** **A bilingual extension is available for all certificates.**

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November 1997 (Orig)

c. Certificate titles. Effective September 2003, the Commissioner should establish a new certificate title structure aligned with the new learning standards and teaching standards, as well as student developmental levels. By September 1999, teacher preparation programs should modify their curricula to reflect requirements for the following certificates:

Proposed

- Childhood Education Specialist (grades K-6)*
- Early Childhood (required endorsement for Childhood Education Specialist to teach pre-K to 1)
- Adolescence Specialist (for teaching a core subject in grades 7-12)*
- Early Adolescence Specialist (required endorsement for Adolescence Specialist to teach a core subject in grades 5 and 6)
- Special Education Specialist - Childhood (children with severe disabilities not participating in the general curriculum)
- Special Education Specialist - Adolescence/Adulthood (children with severe disabilities not participating in the general curriculum)
- Special Subject Specialist
- Speech and Language Specialist
- Literacy Specialist
- School Media Specialist.

Requirements within each certificate title should ensure that classroom teachers

UNIVERSAL PREKINDERGARTEN

Enacted

A universal prekindergarten program for all 4 year old children was authorized in the new state budget (Chapter 436 of the Laws of 1997). If a school district elects to offer this program and receives approval, all four year olds will be eligible without regard to family income. Local school districts can directly sponsor programs and/or have the authority to make all contractual arrangements for prekindergarten implementation. Eligible agencies are providers of child care and early education, day care providers, early childhood programs or centers, or community based organizations, including but not limited to approved pre-school special education programs, Head Start, and nursery schools, as long as certain professional standards are met. Not less than 10 percent of the total grant award to a school district shall be set aside for collaborative efforts with eligible agencies.

During the 1997-98 school year, each school district is required to form a Prekindergarten Policy Advisory Board appointed by the superintendent of each district. It "shall include but not be limited to members of the board of education, teachers employed by the school district as selected by the collective bargaining unit, parents of children who attend such district, community leaders and child care and early education providers." The Advisory Board is required to factor in the needs of working parents in the district for full day prekindergarten programs. There is no funding for this initial planning process. But $875 million has been allocated statewide for a four year period starting in the 1998-99 fiscal year.

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SUFFOLK COMMUNITY COLLEGE
MEMORANDUM

TO: EARLY CHILDHOOD FACULTY - PLEASE READ ALOUD IN CLASS

FROM: DARLENE HOCHMAN, EARLY CHILDHOOD PROGRAM COORDINATOR

RE: PRE-REGISTRATION FOR SPRING 1996
& OTHER INFORMATION TO BE READ IN CLASS

1. Pre-registration this semester will be held from November 6, 1995 through November 17, 1995.

2. Please take a few minutes time at the end of your classes to encourage and assist students with pre-registration. Completed forms for East and West campus students should be submitted to the Registrar by the student. Ammerman campus students should bring the completed forms to R106 (Riverhead Building) for pre-registration. (Full & part-time day students only must have their forms signed by their advisors).

3. Any Ammerman Campus Early Childhood student, day or evening, full or part-time can arrange for advisement with Alan Weber (451-4299, R115).

3a. Eastern Campus students can see Kathy Mars (Orient Building - 548-2591) for advisement.

3b. Western Campus students can see Robin Means (North Cottage - 851-6283) for advisement.

4. Please remind students that a "C" grade in each Early Childhood course is required to continue on in the Early Childhood sequence and that a course may be repeated only once.

5. Pre-requisites are to be noted and taken as indicated in the College catalog. Students will have to drop any course for which the pre-requisite has not been satisfactorily completed.

6. Students must be accepted into the 330 curriculum in order to take ED33 or any course above ED23. Applications can be picked up in the Admissions Office on each campus. ED33 is given only in the F A L L and is a pre-requisite for ED44. Practicum (fieldwork) cannot be done in the student's place of employment. Student's employed full-time must arrange for the time to fulfill practicum requirements.

7. Students must check both day and evening schedules for Early Childhood course offerings.

**8. All current ED33 students must register for the same, corresponding section of ED44 for Spring. All ED33 students at the Selden Campus must submit their completed bubble sheets with the appropriate ED44 section to Darlene Hochman, R106. (Selden ED33 instructors may collect these and submit to D. Hochman for processing).

9. ED25, 35 and 45 are rotated at the East and West Campus (all 3 are offered over the academic year). Students may opt to take courses at another campus if they want to.

**10. Students from any campus may call the Early Childhood Coordinator, Darlene Hochman (451-4299), if they have any questions regarding the program.

11. Students not in the 330 curriculum who wish to take any course above ED23 must apply for admission into the program.

**IMPORTANT ITEMS

ADDITIONAL INFORMATION FOR EARLY CHILDHOOD FACULTY

A. Please use the ED course objectives distributed this semester for all future course outlines.

B. Anyone having borrowed books from me, please return them before the end of the semester.

DH/nab
cc: Provost Blake
Provost LaLima
Provost Yarborough
Dean Arrigon
Dean Canniff
Dean Manning
Dean Brennan
Dean Lorenzo
Dean Gilhooley
Department Head deZorzi
Department Head Ripel

D#R:PREREG

SUFFOLK COUNTY COMMUNITY COLLEGE
M E M O R A N D U M

TO: All Counselors, All Campuses: Admissions, Advisement, Transfer, etc.

FROM: Darlene Hochman, Intercampus Early Childhood Program Coordinator

DATE: August/September 1997

RE: N.Y.S. Elementary Education Teacher Certification/Early Childhood Annotated Certification

Students in the past have been told not to enroll in the Early Childhood Program if they intend to transfer and become elementary school teachers. This advice misrepresents or ignores many aspects and benefits of the Early Childhood Program. Some important facts **all** counselors and students should be aware of:

1. Students can transfer to St. Joseph's and Dowling. SUNY Oneonta has an articulation agreement with our program as does SUNY Old Westbury.

2. Early Childhood credits not directly applied to a transfer elementary education program can be applied to the Early Childhood annotations. This extension of certification would require additional credits to the "regular" program if not taken at Suffolk.

3. The high quality of our program affords our students exceptional preparation in Early Childhood Education.

Please be aware that in addition to qualifying as assistants, teachers and directors of day care and pre-school programs, students graduating with an Early Childhood Program degree who do transfer to four-year elementary education programs will be eligible to apply for the additional N.Y.S. Early Childhood Specialty Annotation. This affords our graduates greater opportunities, choices and flexibility in the teaching job market.

The accompanying sheet from N.Y.S. provides additional information which I hope you find helpful. Clearly, the time has come when the value of individuals with the knowledge, background and education in early childhood is recognized as vital to the elementary education experience.

Thank you for your continued efforts on behalf of the Early Childhood Program. Please feel free to call me at any time or I can meet with you either as a group or individually at your convenience.

DH:nab
Attachment
cc: Vice President Weissberg
Provosts: Yarborough, LaLima, Braxton
Deans of Instruction: Arrigon, Canniff, Manning
Assistant Deans: Brennan, Lorenzo, Gilhooley
Deans of Students: Reisser, Koodin, Parrish
Early Childhood Faculty

D#1WORD NYSCert

The New York State

Early Childhood Annotation

An Annotation of Special Preparation in Early Childhood Education

For Employers Hiring Early Childhood Personnel

For Colleges Interested in Offering the Annotation

For Individuals Seeking the Annotation

DESCRIPTION OF ANNOTATION

The New York State Early Childhood Annotation indicates special preparation in early childhood education. It i available to anyone who is provisionally or permanently certified to teach elementary education (PreK-6) in Nev York State. This special preparation, which includes early childhood coursework and supervised field experiences may be attained by those who seek to become better prepared to work effectively with the youngest students (PreK-3 and their families.

The annotation is stipulated in Subsection (e) of Section 80.15 of the Regulations of the New York State Educatio Commissioner, entitled *Certificate valid for teaching common branch subjects in the lower (PreK-3) and upper (4-6 elementary grades.*

WHY IS THE ANNOTATION IMPORTANT

Research has indicated that teachers who are more knowledgeable and experienced in working with young childre and their families are more capable of responding appropriately to their special developmental and learning needs

HOW CAN INDIVIDUALS OBTAIN AN EARLY CHILDHOOD ANNOTATION?

- Enroll in an approved college program.
- Pursue an alternate completion of requirement –

A person holding the PreK-6 teaching certificate (provisional or permanent) who has completed a minimum o 24 credits of early childhood coursework and a supervised practicum with pre-school age children may appl directly to SED for the annotation. The required coursework includes at least 6 credits of college level study i the arts, at least 6 credits of college level study in child development and family, and at least 12 credits of colleg level study in early childhood education. The coursework in early childhood education must be part of baccalaureate or graduate level degree program. A minimum of one year of successful teaching of youn children may be substituted for the required practicum.

- Individuals who need more information on pursuing the annotation should call (518) 474-3901

This brochure was developed and produced by the New York State Early Childhood Career Development Initiative.

CRITERIA FOR COLLEGES/UNIVERSITIES OBTAINING APPROVAL FOR EARLY CHILDHOOD ANNOTATION PROGRA
HOW CAN COLLEGES AND UNIVERSITIES APPLY?
HOW CAN INDIVIDUALS OBTAIN AN EARLY CHILDHOOD ANNOTATION?

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What Our Graduates Say

"My education at Suffolk opened many doors for me. After graduating, I was offered a full-time teaching position at a nursery school. I continue to be called to substitute at a playschool, and I was asked to teach part-time at another preschool."

—Yvette A. Fuerderer, '87

"The philosophy at Suffolk is that *children* are the most important part of the Early Childhood program—they come first. I have absorbed this philosophy into my own beliefs."

—Diane Palumbo, '86

"I am grateful to each and every instructor in the Early Childhood program for providing me with a strong background in the field of education."

—April L. Hamilton, '86

SUFFOLK COMMUNITY COLLEGE

Ammerman Campus
533 College Road
Selden, NY 11784-2899

For further information about specific program requirements contact Professor Darlene Hochman (516) 451-4299

Early Childhood Program
Suffolk Community College
533 College Road
Selden, NY 11784-2899

early childhood

A.A.S. Degree

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Suffolk Community College
A Unit of the State University of New York

Why Study Early Childhood Education?

Preschool and early childhood care is one of the fastest growing needs in the country. Increasing numbers of children are enrolled in preschools, day care and Head Start programs while public and private schools continue to need trained teachers and assistants. If you enjoy working with children and would like a position of responsibility as a director, teacher, or assistant in an educational setting, Early Childhood education is a field for you to consider.

Suffolk's Early Childhood Program Prepares You for Success

As a student in the Early Childhood program, you will receive professional training in all aspects of child care: child development, activity and program planning, and appropriate teaching techniques. You will also take selected liberal arts courses.

Classroom instruction is supplemented with on-site observations during your first year of study and with placement in an Early Childhood program for field work during your second year.

Suffolk's Curriculum Is Flexible

Suffolk offers Early Childhood couses on all three of its campuses in Selden, Brentwood, and Riverhead, where students may enroll either full or part time. Full-time students can complete their degree requirements in two years while part-time students usually take four.

Students interested in full-time study should consult the College catalogue. The recommended sequence for part-time students is as follows:

First Year	**Credits**
FALL:	
ED11: Foundations of Early Childhood Education	3
PC11: Introduction of Psychology I	3
SPRING:	
ED22: Early Childhood Activities	3
ED35: Creative Activities: Music	3
SUMMER:	
EG11: Freshman Composition	3
PC60: Developmental Psychology	3

Second Year	
FALL:	
ED25: Creative Activities: Art	3
ED33: Instructing the Preschool Child	3
SPRING:	
ED44: The Child and His/Her World	4
ED45: Creative Activities: Children's Literature	3
SUMMER:	
SO11: Sociology	3
HC11: Health Concepts	3
Third Year	
FALL:	
English Elective	3
Science or Math Elective	3-4
SPRING:	
HC44: Group Dynamics	3
SO33: Marriage and the Family	3
SUMMER:	
Science or Math Elective	3-4
CO11: Oral Communication	3
Fourth Year	
FALL:	
Elective*	3
Elective	3
TOTAL CREDITS REQUIRED	**61-63**

*ED23: Infant and Toddlers is recommended for those working in Day Care Centers.

Early Childhood courses are offered both day and evening, but you should check the College's class schedule each semester for specific times and places. Classes vary on each campus according to enrollment needs. All students will have to be available for field work during the day. Field work placements are assigned by the College.

Transfer Opportunities Are Available

Many of Suffolk's graduates have transferred to four-year colleges and universities to complete their bachelor's degree and earn New York State teaching certification. Students should check with the institution of their choice for transfer information.

SUFFOLK COMMUNITY COLLEGE

EARLY CHILDHOOD PROGRAM

DARLENE HOCHMAN - PROGRAM COORDINATOR

ED11: FOUNDATIONS OF EARLY CHILDHOOD EDUCATION

ED22: EARLY CHILDHOOD ACTIVITIES

ED23: INFANTS AND TODDLERS: PROGRAMS & CARE

ED25: CREATIVE ACTIVITIES: ART

ED33: INSTRUCTING THE YOUNG CHILD

ED35: CREATIVE ACTIVITIES: MUSIC

ED44: THE CHILD AND HIS/HER WORLD

ED45: CREATIVE ACTIVITIES: LITERATURE

EARLY CHILDHOOD PROGRAM

ED11: FOUNDATIONS OF EARLY CHILDHOOD EDUCATION

COURSE DESCRIPTION: An overview of early childhood education theory, history, philosophy and psychology. Current issues are also examined and critiqued. The course will include field visits to various early childhood programs. No prerequisite.

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

1. compare and analyze the types, elements and philosophies of early childhood programs.

2. demonstrate knowledge of and analyze the historical development of early childhood education and attitudes toward children and childhood.

3. discuss, analyze and compare the educators/theorists who influenced early childhood education and their theories.

4. identify and explain relevant aspects and theories of child development.

5. identify, examine and evaluate personal values, basic principles and appropriate practices as applied to early childhood education.

6. observe, analyze, discuss and evaluate early childhood programs.

7. identify the New York State requirements for teacher certification, day care licensing and nursery school registration.

8. discuss, analyze and evaluate current issues in early childhood education.

9. identify and explore the impact and importance of community, cultural and family values on early childhood education.

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ED11-F/C
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ED22: EARLY CHILDHOOD ACTIVITIES

COURSE DESCRIPTION: Concepts, objectives and instructional techniques for developmentally appropriate experiences for the young child. Learning activities for all curriculum areas will be included. Field visits Field visits to early childhood programs will be required as in ED11. Prerequisite or Corequisite: ED11.

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

1. Use criteria established in ED11 and developed further in this course to observe and evaluate the goals and instructional methods in three different early childhood programs.
2. ~~demonstrate knowledge,~~ discuss and define the concept of readiness and apply it to the development of a young child's cognitive, affective, social and physical skills.
3. identify, define and develop developmentally appropriate materials, activities and curriculum subjects.
4. explore and discuss the various curriculum areas in early childhood -- art, science, math, language, social studies, music, physical education, health, etc., and develop appropriate learning experiences for each.
5. define and plan an integrated and process-oriented curriculum, and develop strategies for its teaching.
6. evaluate, describe and analyze the criteria involved in room arrangement and the development of learning centers.
7. work with the various early childhood materials and equipment and discuss and develop criteria for their appropriate use.
8. examine and discuss the ways in which self-esteem, self-discipline and motivation for learning can be fostered in a multi-cultural classroom.
9. discuss the importance of and demonstrate knowledge of techniques for observing children.
10. through observation and analysis, explore and analyze the function and facilitation of children's play.
11. identify the varied roles of the teacher.
12. develop and prepare developmentally appropriate learning experiences/lesson plans.
13. identify and evaluate the components of a well-prepared child centered experience including concepts, motivation, procedures, objectives and evaluation.

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EARLY CHILDHOOD PROGRAM

ED23: INFANTS & TODDLERS: PROGRAMS & CARE

COURSE DESCRIPTION:

A study of programs, curriculum and care of children aged 6 weeks through the second year who are in group care settings. Appropriate techniques for fostering the emotional, physical, social and cognitive development of the very young will be examined. Field visits to infant and toddler programs will be required in ED11 and ED22. No prerequisite.

COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

1. identify and compare the various tyupes of infant and toddler programs such as day care and family day care in a variety of settings.

2. examine and evaluate the goals and philosophy of infant and toddler programs and identify the characteristics of well-planned programs.

3. determine and evaluate infant and toddler readiness by defining and discussing the stages of development from birth to age three.

4. plan and create developmentally appropriate infant and toddler experiences.

5. examine and select appropriate equipment and materials for infants and toddlers and create one "teacher-made" material.

6. discuss and design appropriate infant and toddler settings.

7. define and discuss appropriate planning and teaching strategies for infants and toddlers and examine ways to share these with parents.

8. observe, evaluate and discuss three local infant and toddler programs.

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D#1K-ED23

EARLY CHILDHOOD PROGRAM

ED25: CREATIVE ACTIVITIES: ART

COURSE DESCRIPTION:

A study of the developmental levels in children's art. The means and appropriate techniques by which a child's development is fostered through a variety of media will be examined. Prerequisites of co-requisites: ED11 and PC11, or permission of instructor.

COURSE OBJECTIVES:

Upon completion of the course, the student will be able to:

1. define creativity and select methods of teaching which will encourage creative expression in children.

2. identify the stages of a development in children's art and record these stages in a written assignment.

3. assess the level of development of a child through a detailed examination of a child's art work. This assessment will be given in a written assignment.

4. present a description of the type of activity one could expect from a child at a specific age in a group presentation in order to develop a profile for children between the ages of two and five.

5. participate in all activities using various media.

6. select and discuss appropriate media for early childhood activities.

7. identify art activities which may be used to initiate the teaching of concepts in other curriculum areas.

8. identify and examine professional journals and current research in art for the young child.

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ED25

EARLY CHILDHOOD PROGRAM

ED33: INSTRUCTING THE YOUNG CHILD

COURSE DESCRIPTION:

An examination of the role of the early childhood worker in the educational setting and in relationships with children, parents, staff and directors and other program workers. This course will foster the development of observational skills and instructional techniques. Registration in this course requires the student to purchase liability insurance through the college. (2 hrs. lecture, 3 hrs. field). Prerequisite: ED22. This course is offered only during the Fall semester.

COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

1. participate as an effective assistant in all activities at the early childhood program to which he/she is assigned.

2. observe and discuss in seminars his/her observation and actions in the classroom. The physical, social, cognitive and emotional development of the preschool child will be part of these observations.

3. plan curriculum experiences and demonstrate knowledge of subject matter by coordinating activities and materials with developmentally (physical, emotional, cognitive, social) appropriate behavioral objectives.

4. demonstrate in all plans and interactions the need to respect and support the child, recognizing and accepting the influence of family, community and culture.

5. integrate educational theory in practical application and in written assignments.

6. demonstrate professional attitudes toward teaching by achieving rapport with the cooperating teacher, staff and parents and by engaging in all activities which will aid in the development of his/her own teaching skills; i.e., seeking resource persons, accepting new assignments.

7. identify his/her own strengths and weaknesses in preparation and teaching techniques through written assignments, child studies, exams, class seminars and individual conferences.

EARLY CHILDHOOD PROGRAM

ED35: CREATIVE ACTIVITIES: MUSIC

COURSE DESCRIPTION: A study of musical needs of young children and appropriate instructional techniques. Emphasis placed on understanding rhythms and creating and using suitable materials. Prerequisite: ED11 or permission of the instructor.

COURSE OBJECTIVES: Upon completion of this course, the student will:

1. develop a personal philosophy of musical instruction that:
   a) emphasizes individual children's differences and creativity,
   b) recognizes the pleasures of singing,
   c) uses music throughout the day in whole group, small group and individual times, both in planned and spontaneous situations:
   d) uses music in an interdisciplinary way to enhance learning:

2. be able to describe and explain children's stages of musical development and be able to implement appropriate activities:

3. be able to participate in all appropriate singing, instrumental, movement, rhythmic and dramatic activities including:
   a) singing original songs, using traditional and own melodies;
   b) clapping rhythmic patterns, and playing rhythm games;
   c) reading music notation;
   d) playing simple tunes on the keyboard;
   e) sounding out known tunes by ear

4. be able to teach songs and movement activities to the class using methods that are appropriate to use with young children;

5. be able to design a classroom music interest center that includes appropriate furniture, a.v. equipment, lists of recordings, reference books and musical instruments:

6. develop a musical resource file including:
   a) listening box; b) prop box; c) homemade musical instruments; d) music and rhythm games file; e) other related materials, including flannel apron, singing people, glove puppets; f) collect various songs, including song plays, transition songs, "fun" songs; fingerplays, hello-goodbye songs, foreign language songs.

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ED44: THE CHILD AND HIS/HER WORLD

COURSE DESCRIPTION:

A study of the young child's development of self-image and his/her perception of life, death and family roles. Registration in this course requires the student to purchase liability insurance through the college. (2 hrs. lecture, 6 hrs. field). Prerequisite: ED33. This course is offered only during the spring semester.

COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

1. identify and describe patterns of physical, social, emotional and cognitive development in children.

2. describe the effect of teacher attitudes and expectations on children's self-esteem, behavior and room atmosphere.

3. demonstrate the ability to work with the cooperating teacher in a professional capacity, sharing and performing those classroom responsibilities assigned.

4. demonstrate skill in planning and facilitating developmentally appropriate experiences for individual and groups of children. Experiences are to be designed to enhance and support intellectual, social, emotional and physical development.

5. identify and discuss appropriate methods of encouraging self-discipline.

6. discuss attitude changes and growth and development.

7. demonstrate in all plans and interactions the need to respect and support the child, recognizing and accepting the influence of family, community and culture.

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EARLY CHILDHOOD PROGRAM
ED45: CREATIVE ACTIVITIES:
LITERATURE

COURSE DESCRIPTION: A survey of all forms of children's literature and developmentally appropriate presentation techniques. Prerequisite: ED11 or permission of instructor.

COURSE OBJECTIVES: Upon completion of the course, the student will be able to:

1. read, evaluate and develop an appreciation for literature written for the young child.
2. discuss, analyze and formulate criteria for selecting literature appropriate for young children.
3. compare, review and select literature for young children designed to support the development of language, emotional health, socialization, cultural awareness, conceptual understanding, thinking abilities, imagination and interests.
4. integrate children's literature into all aspects of the early childhood curriculum.
5. examine and use various techniques for presenting literature in the classroom, including effective story reading, audio-visual use, puppetry, flannelboard, props, dramatization, movement and multi-media activities.
6. explore and develop language experience activities, such as experience charts, dictations, child-made books, storytelling and children's poetry.

SUFFOLK COUNTY COMMUNITY COLLEGE ~ EARLY CHILDHOOD PROGF

Cooperating Teacher's Evaluation of Student's Practicum Participation

Student _____ Date _____ Age Group_____

Teacher_____ Room #_____

Director_____ School _____

	Excellent	Good	Fair	Needs Improvement	Unsatisfactory	
I. Interactions with Children						
• Shows caring, fairness, respect and responsibility in working with children.						
• Fosters children's independence.						
• Encourages thinking, self-expression and self-esteem.						
• Has realistic expectations of children.						
• Sets appropriate limits and foster self-control in children.						
• Responds sensitively and appropriately to the needs, desires and communications of children.						
• Gets actively and appropriately involved, while maintaining an adult role.						
II. Professional Knowledge and Teaching Techniques						
• Creates a comfortable and encouraging atmosphere.						
• Attitudes and strategies reflect a multicultural perspective.						
• Uses child-centered approach.						
• Incorporates knowledge of child development and child's needs into teaching.						
• Shows good planning and evaluation skills.						
• Assumes appropriate roles during activities.						
• Asks appropriate questions; waits for response and listens.						
• Facilitates group activities and interactions.						
• Facilitates individual activities and interactions.						
• Able to adapt experiences for individual or group as necessary.						
• Treats children equally, appropriately and as individuals.						
• Voice and speech: is clear and varies inflection and tone.						
• Uses time and materials effectively.						
• Adeptly positions self where and with whom needed.						
III. Professional Qualities						
• Readily accepts assignments and directions.						
• Shows initiative as team member (assisting & cooperating).						
• Shows initiative in assuming leadership and making decisions.						
• Demonstrates flexibility.						
• Exhibits willingness and enthusiasm for practicum experience.						
• Demonstrates creative perspective and ideas.						
• Demonstrates competence in literacy and language.						
• Is responsible and reliable.						
• Punctual and responsible in attendance.						

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	Excellent	Good	Fair	Needs Improvement	Unsatisfactory	
IV. Interactions with Adults						
• Plans effectively with cooperating teacher.						
• Communicates appropriately and effectively with cooperating teacher.						
• Works constructively and supportively with all program staff.						
• Is open, respectful and cooperative.						
• Shows respect and understanding for diversity in families' cultures and lifestyles.						

V. Student's Prepared Activities/Experiences						
• Selects developmentally appropriate experiences for children.						
[illegible] activities						
• Selects and appropriately uses interesting and concrete materials.						
• Facilitates children's involvement in hands-on learning experiences.						
• Encourages problem solving and uses open-ended questions/statements.						
• Activities facilitate independent thinking and feelings of success.						
• Is aware of and responsive to children as individuals.						
• Is flexible and welcomes the teachable moment.						
• Has a process-oriented, open-ended and child-centered approach.						
• Evaluates own performance objectively and shows growth.						

Additional Comments (if any):

Do you have any suggestions as how our program might prepare students to be more effective in the classroom situation?

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Cooperating Teacher's Signature_____ Date _____

Student's Signature_____ Date _____

SUFFOLK COUNTY COMMUNITY COLLEGE ~ EARLY CHILDHOOD PROGRAM

College Instructor's Evaluation of Student's Practicum Participation

Student _____ Date _____ Age Group_____

Teacher_____ Room #_____

Director_____ School _____

I. Interactions with Children

- Shows caring, fairness, respect and responsibility in working with children.
- Fosters children's independence.
- Encourages thinking, self-expression and self-esteem.
- Has realistic expectations of children.
- Sets appropriate limits and foster self-control in children.
- Responds sensitively and appropriately to the needs, desires and communications of children.
- Gets actively and appropriately involved, while maintaining an adult role.

Excellent	Good	Fair	Needs improvement	Unsatisfactory		Shows improvement

II. Professional Knowledge and Teaching Techniques

- Creates a comfortable and encouraging atmosphere.
- Attitudes and strategies reflect a multicultural perspective.
- Uses child-centered approach.
- Incorporates knowledge of child development and child's needs into teaching.
- Shows good planning and evaluation skills.
- Assumes appropriate roles during activities.
- Asks appropriate questions; waits for response and listens.
- Facilitates group activities and interactions.
- Facilitates individual activities and interactions.
- Able to adapt experiences for individual or group as necessary.
- Treats children equally, appropriately and as individuals.
- Voice and speech: is clear and varies inflection and tone.
- Uses time and materials effectively.
- Adeptly positions self where and with whom needed.

III. Professional Qualities

- Readily accepts assignments and directions.
- Shows initiative as team member (assisting & cooperating).
- Shows initiative in assuming leadership and making decisions.
- Demonstrates flexibility.
- Exhibits willingness and enthusiasm for practicum experience.
- Demonstrates creative perspective and ideas.
- Demonstrates competence in literacy and language.
- Is responsible and reliable.
- Punctual and responsible in attendance.

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SUFFOLK COUNTY COMMUNITY COLLEGE ~ EARLY CHILDHOOD PROGRAM

College Instructor's Evaluation of Student's Practicum Participation

Excellent	Good	Fair	Needs Improvement	Unsatisfactory		Shows Improvement

Interactions with Adults

Plans effectively with cooperating teacher.

Communicates appropriately and effectively with cooperating teacher.

Works constructively and supportively with all program staff.

Is open, respectful and cooperative.

Shows respect and understanding for diversity in families' cultures and lifestyles.

Student's Prepared Activities/Experiences

Selects developmentally appropriate experiences for children.

Plans, prepares, presents and evaluates activities/experiences.

Selects and appropriately uses interesting and concrete materials.

Facilitates children's involvement in hands-on learning experiences.

Encourages problem solving and uses open-ended questions/statements.

Activities facilitate independent thinking and feelings of success.

Is aware of and responsive to children as individuals.

Is flexible and welcomes the teachable moment.

Has a process-oriented, open-ended and child-centered approach.

Evaluates own performance objectively and shows growth.

Itional Comments (if any):

ge Instructor's Signature_____ Date _____

nt's Signature_____ Date _____

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Early Childhood Development
Law No.

AGREEMENT

THIS AGREEMENT IS BETWEEN **SUFFOLK COUNTY COMMUNITY COLLEGE** ("COLLEGE"), having its principal administrative office at 533 College Road, Selden, New York 11784-2899, a chartered Community College (pursuant to New York State Education Law) under the sponsorship of the COUNTY OF SUFFOLK ("COUNTY"), a municipal corporation of the State of New York, having its principal office at the County Center, Riverhead, New York 11901, and

_____ ("AGENCY"), of a _____having a principal office at _____.

The parties hereto desire to make available to the COLLEGE the services of the AGENCY for the placement of college students in internships related to the curriculum in Early Childhood Development Program.

TERM OF AGREEMENT:	BEGINNING: _____ THROUGH: _____
TOTAL COST OF AGREEMENT:	No cost to COLLEGE.
TERMS and CONDITIONS:	Shall be set forth in Exhibits A through C attached.

IN WITNESS, the parties hereto have executed this Agreement as of the latest date written below.

_____

By:_____
Name
Title
Date:_____

SUFFOLK COUNTY COMMUNITY COLLEGE

By:_____
Salvatore J. LaLima
President
Date:_____

MASTER FORM APPROVED; NOT REVIEWED AS TO EXECUTION:

ROBERT J. CIMINO
Suffolk County Attorney

BY:_____
CYNTHIA KAY PARRY
Assistant County Attorney

APPROVED:
SUFFOLK COUNTY COMMUNITY COLLEGE

By:_____
N. Patricia Yarborough
Provost
Date:_____

EXHIBIT A

1. AGENCY AND COLLEGE RESPONSIBILITIES:

The responsibilities of the AGENCY and the COLLEGE shall be described in Exhibit B attached to and made part of this Agreement.

2. TERM:

This Agreement shall cover the period provided on the first page thereof, unless sooner terminated as provided below.

3. TERMINATION OF CONTRACT:

This Agreement is subject to termination by either party by giving ninety (90) days written notice to the other party of intention to terminate.

4. GRATUITIES:

The AGENCY represents and warrants that it has not offered or given any gratuity to any official, employee or agent of Suffolk County or New York State or of any political party, with the purpose or intent of securing an agreement or securing favorable treatment with respect to the awarding or amending of an agreement or the making of any determinations with respect to the performance of an agreement, and that the signer of this Agreement has read and is familiar with the provisions of Local Law No. 32-1980 of Suffolk County (Chapter 386 of the Suffolk County Code).

5. **INSURANCE:**

(a) Each student in the program shall be covered by a student accident insurance policy, paid for by the student which provides coverage for any personal accidental injury sustained during the academic semester. The policy is described in the brochure entitled, "Student Accident Insurance" (Exhibit C), attached to and made part of this Agreement.

(b) The **COLLEGE** shall purchase and have in force a liability insurance policy which provides coverage for acts of negligence by the students and **COLLEGE** faculty.

6. **SEVERABILITY:**

It is expressly agreed that if any term or provision of this Agreement, or the application thereof to any person or circumstance, shall be held invalid or unenforceable to any extent, the remainder of this Agreement, or the application of such term or provision to persons or circumstances other than those as to which it is held invalid or unenforceable, shall not be affected thereby; and every other term and provision of this Agreement shall be valid and shall be enforced to the fullest extent permitted by law.

7. **ENTIRE AGREEMENT:**

It is expressly agreed that this instrument represents the entire agreement of the parties and that all previous understandings are merged in this Agreement.

8. **NO MODIFICATIONS:**

No Oral Changes of this Agreement shall be valid unless written in the form of an Addendum or Amendment signed by both parties.

9. **COLLEGE RESPONSIBILITIES:**

The **COLLEGE** shall be responsible for the following:

a) Planning and implementation of the educational program; guidance and counseling of students; planning, with the cooperation of the designated field work site supervisor, the students' assignments and experience relevant to the educational program, and developing, with the cooperation of the designated field work site supervisor, a planned schedule of students' assignments.

b) Maintenance of all records and reports on the students' field work experience and, in consultation with the designated field work site supervisor, evaluation of the students' field work experience.

c) If so requested by the **AGENCY**, the removal of an individual student from the **AGENCY** program site.

10. **AGENCY RESPONSIBILITIES**:

The **AGENCY** field work site supervisor and his/her staff shall be responsible for the following:

a) An individual shall be designated by the field work site supervisor to coordinate with the **COLLEGE** faculty the students' educational experience in the internship program.

b) Students shall be accepted and given assignments and otherwise treated without regard to race, creed, color, sex, national origin, age, disability or marital status.

c) The appointed staff member, preferably the field work site supervisor, shall provide an informal progress report during the assigned term and complete the behavioral guide at the end of the assigned period.

END OF TEXT FOR EXHIBIT A

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EXHIBIT B

CONTACT PERSONS AND DESCRIPTION OF PROGRAM

1. CONTACT PERSONS:

(a) The contact persons for the parties to this Agreement shall be:

For the COLLEGE: Name DARLENE HOCHMAN

Title COORDINATOR/EARLY CHILDHOOD DEVELOPMENT

Telephone 516-451-4290

For the AGENCY: Name

Title

Telephone

(b) Each party shall give prompt written notice to the other party of the appointment of successors(s) to the designated contact person(s) or his or her designated successor(s).

2. DESCRIPTION OF PROGRAM:

The curriculum in Early Childhood Education is a two-year program designed to prepare individuals for positions as assistants in day care centers, public schools, private nursery schools, and various community agencies. Graduates may also transfer to four-year colleges to pursue the Baccalaureate Degree toward teacher certification.

END OF TEXT FOR EXHIBIT B

EARLY CHILDHOOD PROGRAM

GOALS	OUTCOMES FOR:	MEASUREMENTS/ASSESSMENT TOOLS:
The Early Childhood Program is designed:		
1. to provide students with knowledge of child development and learning.	GOALS 1: A. The student demonstrates knowledge and appreciation of the stages of cognitive and child development theory. B. The student demonstrates knowledge and understanding of learning theory.	GOAL 1: 1. Child Study 2. Examinations 3. Research papers 4. Observations/evaluations of student by cooperating teacher at fieldsite. 5. Observations/evaluations of student by college supervisor at fieldsite. 6. College supervisor confers with cooperating teacher.
2. to provide students with knowledge of the theory, philosophy and history of early childhood education.	GOAL 2: A. The student demonstrates knowledge of early childhood education, philosophy and theory. B. The student demonstrates knowledge of the history of early childhood education programs and the significance and impact of these programs. C. The student demonstrates the ability to examine and evaluate different early childhood programs. D. The student demonstrates the ability to develop a personal philosophy regarding early childhood education and the teaching profession.	GOAL 2: 1. Reports/Critiques of early childhood program observation. 2. Oral group presentations 3. Examinations 4. Essay of personal philosophy 5. Research paper

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GOAL	EARLY CHILDHOOD PROGRAM OUTCOMES FOR:	MEASUREMENT/ASSESSMENT TOOLS:
3. to provide students with the theoretical and practical knowledge of establishing a safe and healthy early childhood learning environment.	GOAL 3: A. The student demonstrates the ability to plan, organize, analyze and critically evaluate a safe, functional, and dynamic learning space for young children. B. The student demonstrates knowledge of classroom health and safety behaviors and measures. C. The student demonstrates the ability to develop safe, age-appropriate schedules and learning environments that have structure and flexibility.	GOAL 3: 1. Observation and critiques of early childhood programs. 2. Reports on and evaluations of materials and equipment. 3. Plans schedules and room layouts.
4. to provide students with the theoretical and practical knowledge to develop and implement developmentally appropriate curricula to foster the physical and intellectual growth of young children.	GOAL 4: A. The student demonstrates the ability to plan developmentally appropriate learning experiences that encourage exploration, experimentation, curiosity and questioning. B. The student demonstrates the ability to prepare and organize developmentally appropriate learning experiences that allow children to gain mastery and develop learning skills. C. The student demonstrates the ability to use a variety of teaching techniques, facilitating children's opportunities for active participation in learning. D. The student demonstrates knowledge of various materials, activities and equipment available to enhance and foster independent learning and thought in children. E. The student demonstrates knowledge of and the ability to plan and support expressive, creative activities for the young child.	GOAL 4: 1. Writes lesson plans/learning experiences. 2. Writes a complete unit integrating curriculum areas 3. Observation/evaluations of student presenting experiences in fieldwork setting by college supervisor. 4. Observation/evaluations of student by cooperating teacher. 5. Self-evaluation by student of teaching experiences. 6. Conferences with college supervisor. 7. Coferences with cooperating teacher. 8. College supervisor confers with cooperating teacher.

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EARLY CHILDHOOD PROGRAM

GOAL	OUTCOME FOR:	MEASUREMENT/ASSESSMENT TOOLS:
5. to provide students with the theoretical and practical knowledge to create and maintain a classroom atmosphere that supports the positive social and emotional development of the young child	GOAL 5: A. The student demonstrates knowledge of theories of the development of self-esteem. B. The student demonstrates knowledge of the attitudes, teaching behaviors and activities that promote self-esteem and self-acceptance in children. C. The student demonstrates the ability to observe, report and analyze the behavior of young children. D. The student demonstrates the ability to plan appropriate experiences and provide for a classroom atmosphere that fosters positive self-discipline and self-respect.	GOAL 5: 1. Child study 2. Logs 3. Journals 4. Observation reports 5. Self-evaluation of teaching experiences. 6. Conferences with college supervisor. 7. Conferences with cooperating teacher. 8. College supervisor confers with cooperating teacher.
6. provide students with the theoretical and practical knowledge to support diverse cultures and family involvement in the early childhood program.	GOAL 6: A. The student demonstrates knowledge of the impact of cultural values and societal expectations on children and education. B. The student demonstrates understanding and acceptance of various cultures and ethnic groups and plans experiences that reflect the positiveness of such diversity. C. The student demonstrates knowledge of the influence and importance of family involvement. D. The student demonstrates willingness and the ability to facilitate and support parent/care giver/family participation in the child's program. E. The student recognizes and accepts families having different structures and different backgrounds.	GOAL 6: 1. Observation reports of early childhood programs. 2. Logs 3. Journals 4. Lesson plans 5. Observations and written evaluations by cooperating teacher. 6. Observations/evaluations by college supervisor. 7. College supervisor confers with cooperating teacher.

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EARLY CHILDHOOD PR...

GOALS

7. to encourage a positive attitude and disposition toward an ongoing commitment to professional development and ethical, responsible teaching behavior.

OUTCOMES ...

GOAL 7:

A. The student demonstrates the willingness and ability to analyze, evaluate and improve her/his teaching/planning evaluation skills.

B. The student demonstrates knowledge of and interest in current issues, trends, legislation and public policy.

C. The student demonstrates the ability to work effectively and cooperatively with peers, staff and professionals.

D. The student demonstrates knowledge and appreciation of incorporating codes of professional and personal ethics into professional practice.

E. The student demonstrates understanding and appreciation of the relevance and importance of continuing professional growth and learning through a variety of formats.

MEASUREMENT/ASSESSMENT TOOLS:

GOAL 7:

1. Self-evaluation by student.
2. Student evaluations of course.
3. Student evaluations of instructors.
4. Student evaluation of program.
5. Conferences with college supervisor.
6. Conferences with cooperating teacher.
7. Observations and written evaluations by college supervisor.
8. Observations/written evaluation by cooperating teacher.
9. Follow-up studies of graduates.
10. Survey of employers.
11. Journals
12. Logs
13. Program review

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COLLEGE-WIDE
EARLY CHILDHOOD AAS PROGRAM
CURRICULUM REVIEW REPORT
1987 - 1996

Prepared by the SCCC Office of Institutional Research
September 29, 1997

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COLLEGE-WIDE EARLY CHILDHOOD (330) CURRICULUM REVIEW REPORT, 1987-1996

Fall Enrollment by Status and Year

	TOTAL	STATUS			
		Full-Time		Part-Time	
	COUNT	COUNT	ROW %	COUNT	ROW %
YEAR					
1987	331.0	172.0	52.0	159.0	48.0
1988	402.0	214.0	53.2	188.0	46.8
1989	310.0	167.0	53.9	143.0	46.1
1990	305.0	163.0	53.4	142.0	46.6
1991	304.0	170.0	55.9	134.0	44.1
1992	292.0	170.0	58.2	122.0	41.8
1993	302.0	165.0	54.6	137.0	45.4
1994	351.0	204.0	58.1	147.0	41.9
1995	345.0	200.0	58.0	145.0	42.0
1996	335.0	206.0	61.5	129.0	38.5

Status as of 9/97

Data Source: Student Data File, State University of New York, Office of Institutional Research
History File, Suffolk County Community College, Computer Center

Prepared by the SCCC Office of Institutional Research, September 29, 1997

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COLLEGE-WIDE EARLY CHILDHOOD (330) CURRICULUM REVIEW REPORT, 1987-1996

Fall Enrollment by Gender and Year

	TOTAL	GENDER			
		Female		Male	
	COUNT	COUNT	ROW %	COUNT	ROW %
YEAR					
1987	331.0	326.0	98.5	5.0	1.5
1988	402.0	400.0	99.5	2.0	0.5
1989	310.0	307.0	99.0	3.0	1.0
1990	305.0	296.0	97.0	9.0	3.0
1991	304.0	297.0	97.7	7.0	2.3
1992	292.0	284.0	97.3	8.0	2.7
1993	302.0	294.0	97.4	8.0	2.6
1994	351.0	345.0	98.3	6.0	1.7
1995	345.0	335.0	97.1	10.0	2.9
1996	335.0	322.0	96.1	13.0	3.9

Status as of 9/97

Data Source: Student Data File, State University of New York, Office of Institutional Research
History File, Suffolk County Community College, Computer Center

Prepared by the SCCC Office of Institutional Research, September 29, 1997

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Fall Enrollment by Age Category and Year

		AGE CATEGORY							
	TOTAL	19 & below		20-22 yrs		23-30 yrs		31 & above	
	COUNT	COUNT	ROW %	COUNT	ROW %	COUNT	ROW %	COUNT	ROW %
YEAR									
1987	331.0	112.0	33.8	86.0	26.0	55.0	16.6	78.0	23.6
1988	402.0	132.0	32.8	108.0	26.9	69.0	17.2	93.0	23.1
1989	310.0	88.0	28.4	92.0	29.7	51.0	16.5	79.0	25.5
1990	305.0	95.0	31.1	72.0	23.6	56.0	18.4	82.0	26.9
1991	304.0	87.0	28.6	84.0	27.6	51.0	16.8	82.0	27.0
1992	292.0	96.0	32.9	60.0	20.5	52.0	17.8	84.0	28.8
1993	302.0	72.0	23.8	78.0	25.8	55.0	18.2	97.0	32.1
1994	351.0	89.0	25.4	91.0	25.9	63.0	17.9	108.0	30.8
1995	345.0	102.0	29.6	93.0	27.0	54.0	15.7	96.0	27.8
1996	335.0	99.0	29.6	100.0	29.9	58.0	17.3	78.0	23.3

Status as of 9/97

Data Source: Student Data File, State University of New York, Office of Institutional Research
History File, Suffolk County Community College, Computer Center

Prepared by the SCCC Office of Institutional Research, September 29, 1997

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Fall Enrollment by Ethnic Group and Year

	TOTAL	ETHNIC GROUP									
		Amer Ind Nat Alaskan		Asian or Pacific Isl		Black non-Hispanic		Hispanic		White non-Hispanic	
	COUNT	COUNT	ROW %	COUNT	ROW %	COUNT	ROW %	COUNT	ROW %	COUNT	ROW %
YEAR											
1987	331.0	3.0	0.9	0.0	0.0	7.0	2.1	10.0	3.0	311.0	94.0
1988	402.0	1.0	0.2	1.0	0.2	9.0	2.2	10.0	2.5	381.0	94.8
1989	310.0	0.0	0.0	0.0	0.0	2.0	0.6	11.0	3.5	297.0	95.8
1990	305.0	0.0	0.0	1.0	0.3	8.0	2.6	12.0	3.9	284.0	93.1
1991	304.0	1.0	0.3	1.0	0.3	7.0	2.3	11.0	3.6	284.0	93.4
1992	292.0	0.0	0.0	0.0	0.0	11.0	3.8	11.0	3.8	270.0	92.5
1993	302.0	0.0	0.0	2.0	0.7	5.0	1.7	10.0	3.3	285.0	94.4
1994	351.0	0.0	0.0	3.0	0.9	6.0	1.7	16.0	4.6	326.0	92.9
1995	345.0	0.0	0.0	2.0	0.6	8.0	2.3	15.0	4.3	320.0	92.8
1996	335.0	1.0	0.3	2.0	0.6	7.0	2.1	23.0	6.9	302.0	90.1

Status as of 9/97

Data Source: Student Data File, State University of New York, Office of Institutional Research
History File, Suffolk County Community College, Computer Center

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Fall Enrollment in Developmental Reading

Dev Reading		Non-Dev Reading	
COUNT	ROW %	COUNT	ROW %
266.0	8.1	3011.0	91.9

Fall Enrollment in Developmental Math

Dev Math		Non-Dev Math	
COUNT	ROW %	COUNT	ROW %
261.0	8.0	3016.0	92.0

Fall Enrollment in Developmental English

Dev English		Non-Dev English	
COUNT	ROW %	COUNT	ROW %
172.0	5.2	3105.0	94.8

Status as of 9/97

Data Source: Student Data File, State University of New York, Office of Institutional Research
History File, Suffolk County Community College, Computer Center

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Prepared by the SCCC Office of Institutional Research, September 29, 1997

COLLEGE-WIDE EARLY CHILDHOOD (330) CURRICULUM REVIEW REPORT, 1987-1996

Graduation & Persistence by Year of Entry
First-Time Full-Time Fall Entrants

	TOTAL	1-330 GRAD		2-OTHER GRAD		3-ATTENDING		4-NOT ATTENDING	
	COUNT	COUNT	ROW %	COUNT	ROW %	COUNT	ROW %	COUNT	ROW %
YEAR									
1987	61.0	29.0	47.5	4.0	6.6	1.0	1.6	27.0	44.3
1988	52.0	18.0	34.6	7.0	13.5	2.0	3.8	25.0	48.1
1989	33.0	17.0	51.5	8.0	24.2	0.0	0.0	8.0	24.2
1990	61.0	22.0	36.1	17.0	27.9	1.0	1.6	21.0	34.4
1991	47.0	13.0	27.7	8.0	17.0	2.0	4.3	24.0	51.1
1992	50.0	14.0	28.0	10.0	20.0	2.0	4.0	24.0	48.0
1993	35.0	15.0	42.9	5.0	14.3	1.0	2.9	14.0	40.0
1994	52.0	26.0	50.0	3.0	5.8	5.0	9.6	18.0	34.6
1995	49.0	9.0	18.4	2.0	4.1	22.0	44.9	16.0	32.7
1996	51.0	0.0	0.0	0.0	0.0	45.0	88.2	6.0	11.8

Status as of 9/97

Data Source: Student Data File, State University of New York, Office of Institutional Research
History File, Suffolk County Community College, Computer Center

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Summary Statistics for Years to Graduate from Program

Years	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2	68	41.7	68	41.7
3	75	46.0	143	87.7
4	17	10.4	160	98.2
5	1	0.6	161	98.8
6	2	1.2	163	100.0

Analysis Variable : Years to Graduate

N	Mean	Std Dev	Minimum	Maximum
163	2.74	0.77	2.00	6.00

Status as of 9/97

Data Source: Student Data File, State University of New York, Office of Institutional Research
History File, Suffolk County Community College, Computer Center

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Summary Statistics

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
AGE		3277	25.97	9.19	17.00	71.00
SATV	SAT Verbal	825	366.98	78.30	200.00	630.00
SATM	SAT Math	824	398.03	88.03	200.00	700.00
CPTR	CPT Reading	1418	76.82	16.75	27.00	120.00
CPTS	CPT Sentence	1381	85.35	17.82	29.00	120.00
CPTA	CPT Math	1454	59.44	23.31	19.00	118.00
CPTAL	CPT Algebra	1428	48.74	23.20	20.00	116.00
HSAVG	HS Avg	2493	77.71	5.24	62.00	95.00
GPA	Cum Avg	2573	3.08	0.61	0.90	4.00
YEARS TO GRADUATE		163	2.74	0.77	2.00	6.00

Status as of 9/97

Data Source: Student Data File, State University of New York, Office of Institutional Research
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Summary Statistics by Year

	AGE			SAT Verbal			SAT Math			CPT Reading			CPT Sentence			CPT Math			CPT Algebra		
	CNT	MEAN	STD	CNT	MEAN	STD	CNT	MEAN	STD	CNT	MEAN	STD	CNT	MEAN	STD	CNT	MEAN	STD	CNT	MEAN	STD
YEAR																					
1987	331.0	25.3	9.1	42.0	346.9	72.7	42.0	393.3	92.1	3.0	65.3	30.5	3.0	51.0	9.2	2.0	23.0	4.2	2.0	21.5	2.1
1988	402.0	25.3	8.9	92.0	352.9	73.3	92.0	374.5	79.0	53.0	71.1	17.6	38.0	80.1	18.5	39.0	46.4	21.3	31.0	33.6	10.8
1989	310.0	25.6	8.8	72.0	364.6	82.4	72.0	386.0	68.6	76.0	72.6	16.7	65.0	83.1	17.1	68.0	52.3	21.1	62.0	39.6	17.6
1990	305.0	26.1	9.4	78.0	377.2	86.9	78.0	396.9	93.9	139.0	77.0	16.9	134.0	87.0	17.0	134.0	62.1	23.6	131.0	48.4	21.8
1991	304.0	26.2	9.5	81.0	368.8	80.9	80.0	397.9	91.9	162.0	77.3	17.0	158.0	85.1	17.3	161.0	59.3	23.1	157.0	45.8	21.3
1992	292.0	26.2	9.2	81.0	375.9	76.0	81.0	405.2	96.5	162.0	77.9	17.3	161.0	84.7	17.9	164.0	59.9	22.8	163.0	46.1	22.1
1993	302.0	27.0	9.3	77.0	367.3	78.2	77.0	410.6	83.4	169.0	77.4	16.3	169.0	86.4	17.2	175.0	60.8	23.4	171.0	49.8	24.1
1994	351.0	26.8	9.4	80.0	359.3	77.4	80.0	402.0	93.5	200.0	77.3	16.9	202.0	87.1	18.2	222.0	60.5	22.7	222.0	50.5	23.7
1995	345.0	26.0	9.2	106.0	360.7	71.8	106.0	397.3	86.1	218.0	77.0	15.9	216.0	85.4	18.1	237.0	59.3	23.2	237.0	52.0	23.6
1996	335.0	25.5	9.0	116.0	383.4	79.5	116.0	411.4	90.4	236.0	77.6	16.5	235.0	84.7	18.3	252.0	60.4	24.2	252.0	51.4	25.1

(CONTINUED)

Status as of 9/97

Data Source: Student Data File, State University of New York, Office of Institutional Research
History File, Suffolk County Community College, Computer Center

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Summary Statistics by Year

	HS Avg			Cum Avg			Years to Graduate		
	CNT	MEAN	STD	CNT	MEAN	STD	CNT	MEAN	STD
YEAR									
1987	233.0	76.7	4.8	230.0	2.9	0.7	29.0	2.6	0.7
1988	297.0	76.4	4.9	314.0	3.0	0.6	18.0	2.8	0.7
1989	229.0	77.2	5.0	268.0	3.0	0.6	17.0	2.9	1.0
1990	235.0	77.5	5.2	231.0	3.1	0.6	22.0	2.6	0.9
1991	229.0	77.0	5.3	239.0	3.1	0.6	13.0	3.0	1.1
1992	227.0	77.8	5.4	222.0	3.1	0.6	14.0	2.7	0.6
1993	230.0	78.0	5.2	254.0	3.2	0.6	15.0	2.9	0.6
1994	272.0	78.8	5.6	274.0	3.2	0.6	26.0	2.8	0.6
1995	276.0	78.7	5.1	276.0	3.2	0.5	9.0	2.0	0.0
1996	265.0	78.8	5.3	265.0	3.1	0.6	0.0	0.0	0.0

Status as of 9/97

Data Source: Student Data File, State University of New York, Office of Institutional Research
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SUFFOLK COUNTY COMMUNITY COLLEGE
EARLY CHILDHOOD EDUCATION PROGRAM

EMPLOYMENT SURVEY

ACLE - Early Intervention Program
AGRI BUSINESS CHILD DEVELOPMENT CENTER
AHRC - Suffolk Chapter
BAYPORT BLUEPOINT
BAY SHORE UFSD
BELLPORT DAY CARE
BOCES - of Eastern Suffolk
BOCES III - James E. Allen High School Special Ed.
BOCES of Western Suffolk - Early Childhood Program
BOY SCOUTS OF AMERICA (order editor)
BRENTWOOD SCHOOL DISTRICT
BROOKHAVEN COUNTRY DAY SCHOOL
BROOKLYN, District 23 - The Dr. Rose B. English School
BROWARD COUNTY PUBLIC SCHOOL
CAMPUS KIDS - SCCC
CENTRAL ISLIP SCHOOL DISTRICT
CHILDREN'S MONTESSORI CENTER, LTD., Commack
COMMACK
COMSEWOGUE SCHOOL DISTRICT
CONNETQUOT CSD - Cherokee Street School
COPIAGUE
COPIAGUE LIBRARY - (clerk typist)
CREATIVE KID CARE
DAY CARE CENTER, (in home, located in Ronkonkoma)
DEVELOPMENTAL DISABILITIES INSTITUTE
DREYFUS
EAST HAMPTON UFSD
EAST ISLIP PUBLIC LIBRARY
EAST ISLIP SCHOOLS
EDUCATIONAL BUS TRANSPORTATION - (bus driver)
ELMONT PUBLIC SCHOOLS
FARMINGDALE UFSD
HALF HOLLOW SCHOOL DISTRICT
HAUPPAUGE SCHOOLS
HILDABRANT LEARNING CENTER, Elizabethtown, PA
HUNTINGTON LEARNING CENTER
ISLIP PUBLIC SCHOOLS
JESUS IS LORD CHURCH
JUST KIDS, INC.

KIDS KORNER NURSERY SCHOOL. Huntington
KING KULLEN GROCERY STORE
KINGS PARK SCHOOL DISTRICT
LAKE GROVE SCHOOL
LINDENHURST PUBLIC SCHOOLS
LITTLE MIRACLES. Melbourne. Florida
LONG ISLAND HEAD START
LONG ISLAND UNIVERSITY - The Children's School
LONGWOOD SCHOOL DISTRICT
MILLER PLACE SCHOOL DISTRICT
MIDDLE COUNTRY SCHOOL DISTRICT
MONTESSORI SCHOOL OF LINDENHURST
NEW YORK CITY PUBLIC SCHOOLS
OCEAN VIEW SCHOOL DISTRICT. California
OUR LADY OF PROVIDENCE REGIONAL SCHOOL. Central Islip
OYSTER BAY - E. Norwich Central Schools
PATCHOGUE-MEDFORD
PLAY GROUPS SCHOOL. Setauket
PEACH CHRISTIAN PRE-SCHOOL
POUGHKEEPSIE ELEMENTARY SCHOOL
POWERHOUSE AEROBICS & FITNESS (Director/Coordinator Interactive Child Care)
RAINBOW CHIMES. Little Plains Rd.. Huntington
RIVERHEAD CENTRAL SCHOOL DISTRICT
ROCKVILLE CENTRE SCHOOL DISTRICT
ROCKY POINT PUBLIC SCHOOLS
ST. CHARLES THERAPEUTIC CENTER. Port Jefferson
ST. JOHN'S UNIVERSITY
ST. JOSEPH ELEM. SCHOOL. Ronkonkoma
ST. PHILIP & JAMES ELEMENTARY SCHOOL. St. James
SACHEM CENTRAL SCHOOL DISTRICT
SAYVILLE LIBRARY
SAYVILLE SCHOOL DISTRICT
SHELTER ISLAND SCHOOL DISTRICT
SHOREHAM-WADING RIVER SCHOOL DISTRICT
SMART BEEP
SMITHTOWN SCHOOL DISTRICT
SOUTH COUNTRY SCHOOL DISTRICT. Brookhaven Elementary
SOUTH MANOR UFSD, Manorville
SPRINGFIELD GARDENS, P.S. 37 (District 29), NY
THE CHILDREN'S COMMUNITY PROGRAM CENTER OF L.I., Ronkonkoma
THE NEW INTERDISCIPLINARY SCHOOL
THREE VILLAGE SCHOOL DISTRICT
TOWN OF ISLIP

WAKE TECHNICAL COLLEGE. NC. teach children's literature
WE/TOWNE TRANSPORT - mini-van school bus driver. Brentwood
WEST ISLIP
WILLIAM FLOYD SCHOOL DISTRICT
WYANDANCH SCHOOL DISTRICT
YMCA. N. Carolina

DH:nab
D#2WORD jobsurvylist

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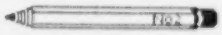
SUFFOLK COUNTY COMMUNITY COLLEGE (SCCC)
EARLY CHILDHOOD PROGRAM REVIEW - CURRENT STUDENT SURVEY

Please take a few minutes to answer the questions on this survey. Remember, the results will be kept confidential.
Please use a #2 pencil to fill in your responses on both sides of this form.



1.ID NUMBER

2.AGE

3.GENDER
Female
Male

4. ETHNICITY
White/Non-Hispanic
Black/Non-Hispanic
Hispanic/Latino
Asian/Pacific Islander
American Indian/Native American
Other/Not listed

5. MARITAL STATUS
Unmarried
Married
Separated
Divorced

6.Are you the parent or guardian of children 18 yrs. old or younger?
Yes
No

7.Approximately how many credits have you completed at SCCC? (fill in->)

8.How many credits are you enrolled in this semester? (fill in->)

9.How many hours a week are you employed this semester?
None
1 to 10
11 to 15
16 to 20
21 to 25
26 to 30
31 to 35
36 to 40
more than 40

10.Approximately how many credits in the Early Childhood Program have you completed at SCCC? (fill in ->)

11.I primarily attend classes:
Days
Evenings
Both days & evenings

12.I primarily attend classes at:
Selden campus
Riverhead campus
Brentwood campus

13.My approximate grade point average at SCCC is:
less than 2.0
2.0
2.5
3.0
3.5
4.0

14.How would you rate the following courses and field work in the Early Childhood Program? Please use a scale of 0=Did not take the course, 1=Poor, 2=Adequate, 3=Good, 4=Excellent.

ED11: Foundations of Early Childhood Education
ED22: Early Childhood Activities
ED23: Infants & Toddlers: Programs & Care
ED25: Creative Activities: Art
ED33: Instructing the Young Child
ED35: Creative Activities: Music
ED44: The Child and His/Her World
ED45: Creative Activities: Literature

15.The workload in the Early Childhood Program is:
Greater than I expected.
Less than I expected.
Just as I expected.

16.Based on your experiences as a student in the Early Childhood Program at SCCC please rate your satisfaction with the following: (Use a scale of 0=No Opinion, 1=Very Dissatisfied, 2=Dissatisfied, 3=Satisfied, 4=Very Satisfied)

Variety of instructional approaches used in the classroom.
Overall quality of the instructors.
Preparation for further academic study.
Preparation to enter the job market.
Overall quality of the Early Childhood Program.
Overall experiences with the Early Childhood Program.
Overall non-Early Childhood Program courses at SCCC.

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17.How often did you use the following (->) services/activities to meet your needs as a student in the Early Childhood Program at SCCC? Please use the scale: A= Never D= 5-8 times/term B= 1 or 2 times E= 9 times or more/term C= 1-4 times/term

Early Childhood Club
Academic Computing Lab
Academic Skills (Reading/Writing/Math) Centers
Campus Library
Early Childhood Program Faculty Advising
College Academic Counselor Advising
"Job Connections" Service in Placement Center

18.How satisfied are you with the way the services/ activities met your needs as an Early Childhood Program student at SCCC? (0=No Opinion, 1=Very Dissatisfied, 2=Dissatisfied, 3=Satisfied, 4=Very Satisfied)

Early Childhood Club
Academic Computing Lab
Academic Skills (Reading/Writing/Math) Centers
Campus Library
Early Childhood Program Faculty Advising
College Academic Counselor Advising
"Job Connections" Service in Placement Center

19.How influential were each of the following in your choice of the Early Childhood Program at SCCC? (Use the scale, 0=Not at All Influential, 1=Slightly Influential, 2=Moderately Influential, 3=Very Influential)

Personal interest in the general topic.
Possibility of transferring to a 4 year program.
Immediate job opportunities at graduation from SCCC.
Courses seemed interesting.
Instructor's encouragement.
High School Guidance.
Other_____

20.Are you planning to change curriculum emphasis from the Early Childhood Program to another program at SCCC?

NO (please GO ON TO QUESTION #22)
YES(please GO ON TO QUESTION #21)

21.If you plan to change from the Early Childhood Program, how influential is each of the following in your decision to change? (0=Not at All Influential, 1=Slightly Influential, 2=Moderately Influential, 3=Very Influential)

Early Childhood was not an appropriate career choice for me.
I did not understand the difficulty of the Early Childhood Program.
My previous educational background was too weak.
The course content was not interesting.
The Early Childhood Program Faculty did not provide me with enough support.
Other_____

Go to question #22

22.How likely is each one of the following? Please rate on a scale of 0=Not at All Likely, 1=Somewhat Likely, 2=Very Likely, 3=Definite.

I will transfer to a 4 year college/university before graduating from SCCC.
I will transfer to a 4 year college university after graduating from SCCC.
I will get a full time job in the Early Childhood field after graduating from SCCC.
I will get a full time job in the Early Childhood field before graduating from SCCC.
I will get a part time job in the Early Childhood field after graduating from SCCC.
I will get a part time job in the Early Childhood field before graduating from SCCC.
I will get a full time job in another field after graduating from SCCC.
I will get a full time job in another field before graduating from SCCC.
I will get a part time job in another field after graduating from SCCC.
I will get a part time job in another field before graduating from SCCC.

COMMENTS: _____

_____

_____

_____

_____

Thank you for completing this survey. If you have any additional questions about the survey or about the Early Childhood Program, please contact Darlene Hochman at 451-4299.

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R2

SUFFOLK COUNTY COMMUNITY COLLEGE (SCCC)

12/98

EARLY CHILDHOOD PROGRAM REVIEW - CURRENT STUDENT SURVEY

Please take a few minutes to answer the questions on this survey. Remember, the results will be kept confidential.
Please use a #2 pencil to fill in your responses on both sides of this form.

1.ID NUMBER

2.AGE

3.GENDER
Female
Male

4. ETHNICITY
White/Non-Hispanic
Black/Non-Hispanic
Hispanic/Latino
Asian/Pacific Islander
American Indian/Native American
Other/Not listed

5. MARITAL STATUS
Unmarried
Married
Separated
Divorced

6.Are you the parent or guardian of children 18 yrs. old or younger?
Yes
No

7.Approximately how many credits have you completed at SCCC? (fill in->)

8.How many credits are you enrolled in this semester? (fill in->)

9.How many hours a week are you employed this semester?
None
1 to 10
11 to 15
16 to 20
21 to 25
26 to 30
31 to 35
36 to 40
more than 40

10.Approximately how many credits in the Early Childhood Program have you completed at SCCC? (fill in ->)

11.I primarily attend classes:
Days
Evenings
Both days & evenings

12.I primarily attend classes at:
Selden campus
Riverhead campus
Brentwood campus

13.My approximate grade point average at SCCC is:
less than 2.0
2.0
2.5
3.0
3.5
4.0

14.How would you rate the following courses and field work in the Early Childhood Program? Please use a scale of 0=Did not take the course, 1=Poor, 2=Adequate, 3=Good, 4=Excellent.

ED11: Foundations of Early Childhood Education
ED22: Early Childhood Activities
ED23: Infants & Toddlers: Programs & Care
ED25: Creative Activities: Art
ED33: Instructing the Young Child
ED35: Creative Activities: Music
ED44: The Child and His/Her World
ED45: Creative Activities: Literature

15.The workload in the Early Childhood Program is:
Greater than I expected.
Less than I expected.
Just as I expected.

16.Based on your experiences as a student in the Early Childhood Program at SCCC please rate your satisfaction with the following: (Use a scale of 0=No Opinion, 1=Very Dissatisfied, 2=Dissatisfied, 3=Satisfied, 4=Very Satisfied)

Variety of instructional approaches used in the classroom.
Overall quality of the instructors.
Preparation for further academic study.
Preparation to enter the job market.
Overall quality of the Early Childhood Program.
Overall experiences with the Early Childhood Program.
Overall non-Early Childhood Program courses at SCCC.

PLEASE TURN PAGE OVER->

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17.How often did you use the following (->) services/activities to meet your needs as a student in the Early Childhood Program at SCCC? Please use the scale: A= Never B= 1 or 2 times C= 1-4 times/term D= 5-8 times/term E= 9 times or more/term

Early Childhood Club
Academic Computing Lab
Academic Skills (Reading/Writing/Math) Centers
Campus Library
Early Childhood Program Faculty Advising
College Academic Counselor Advising
"Job Connections" Service in Placement Center

18.How satisfied are you with the way the services/ activities met your needs as an Early Childhood Program student at SCCC? (0=No Opinion, 1=Very Dissatisfied, 2=Dissatisfied, 3=Satisfied, 4=Very Satisfied)

Early Childhood Club
Academic Computing Lab
Academic Skills (Reading/Writing/Math) Centers
Campus Library
Early Childhood Program Faculty Advising
College Academic Counselor Advising
"Job Connections" Service in Placement Center

19.How influential were each of the following in your choice of the Early Childhood Program at SCCC? (Use the scale, 0=Not at All Influential, 1=Slightly Influential, 2=Moderately Influential, 3=Very Influential)

Personal interest in the general topic.
Possibility of transferring to a 4 year program.
Immediate job opportunities at graduation from SCCC.
Courses seemed interesting.
Instructor's encouragement.
High School Guidance.
Other_____

20.Are you planning to change curriculum emphasis from the Early Childhood Program to another program at SCCC?

NO (please GO ON TO QUESTION #22)
YES(please GO ON TO QUESTION #21)

21.If you plan to change from the Early Childhood Program, how influential is each of the following in your decision to change? (0=Not at All Influential, 1=Slightly Influential, 2=Moderately Influential, 3=Very Influential)

Early Childhood was not an appropriate career choice for me.
I did not understand the difficulty of the Early Childhood Program.
My previous educational background was too weak.
The course content was not interesting.
The Early Childhood Program Faculty did not provide me with enough support.
Other_____.

Go to question #22

22.How likely is each one of the following? Please rate on a scale of 0=Not at All Likely, 1=Somewhat Likely, 2=Very Likely, 3=Definite.

I will transfer to a 4 year college/university before graduating from SCCC.
I will transfer to a 4 year college university after graduating from SCCC.
I will get a full time job in the Early Childhood field after graduating from SCCC.
I will get a full time job in the Early Childhood field before graduating from SCCC.
I will get a part time job in the Early Childhood field after graduating from SCCC.
I will get a part time job in the Early Childhood field before graduating from SCCC.
I will get a full time job in another field after graduating from SCCC.
I will get a full time job in another field before graduating from SCCC.
I will get a part time job in another field after graduating from SCCC.
I will get a part time job in another field before graduating from SCCC.

COMMENTS: _____

_____

_____

_____

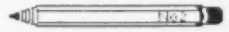
_____

Thank you for completing this survey. If you have any additional questions about the survey or about the Early Childhood Program, please contact Darlene Hochman at 451-4299.

SUFFOLK COUNTY COMMUNITY COLLEGE (SCCC)
EARLY CHILDHOOD PROGRAM REVIEW - GRADUATE SURVEY

Please take a few minutes to respond to the items on this survey. Remember the results will be kept confidential.

Please use a #2 pencil to fill in your responses on all four pages of this form.



1. Gender
- Female
- Male

2. Ethnicity
- White/Non-Hispanic
- Black/Non-Hispanic
- Hispanic/Latino
- Asian/Pacific Islander
- American Indian/Native American
- Other/Not listed

3. What year did you graduate from SCCC?
- 1993
- 1994
- 1995
- 1996
- 1997
- 1998

4. I primarily attended SCCC:
- full-time.
- part-time.
- some full-/some part-time

5. I primarily attended classes:
- days.
- evenings.
- both days & evenings.

6. I primarily attended classes at:
- the Selden campus.
- the Riverhead campus.
- the Brentwood campus.

7. The workload in the Early Childhood program was:
- greater than I expected.
- less than I expected.
- just as I expected.

8. How would you rate the following courses and field work in the Early Childhood program? Please use a scale of 0=Did Not Take the Course, 1=Poor, 2=Adequate, 3=Good, 4=Excellent.
- ED11: Foundations of Early Childhood Education
- ED22: Early Childhood Activities
- ED23: Infants and Toddlers: Programs and Care
- ED25: Creative Activities: Art
- ED33: Instructing the Young Child
- ED35: Creative Activities: Music
- ED44: The Child and His/Her World
- ED45: Creative Activities: Literature

9. Based on your experiences as a student in the Early Childhood program at SCCC, please rate your satisfaction with the following: (Use a scale of 0=No Opinion, 1=Very Dissatisfied, 2=Dissatisfied, 3=Satisfied, 4=Very Satisfied)
- Variety of instructional approaches used in the classroom
- Overall quality of the instructors
- Preparation for further academic study
- Preparation to enter the job market
- Overall quality of the Early Childhood program
- Overall experiences with the Early Childhood program
- Overall non-Early Childhood program courses at SCCC

10. How satisfied are you with the way these (->) services/activities met your needs as an Early Childhood program student at SCCC? (0=Did Not Use, 1=Very Dissatisfied, 2=Dissatisfied, 3=Satisfied, 4=Very Satisfied)
- Early Childhood Club
- Academic Computing Lab
- Academic Skills (Reading/Writing/Math) Centers
- Campus Library
- Early Childhood Program Faculty Advising
- College Academic Counselor Advising
- "Job Connection" Service in Placement Center

11. Which of the following statements describe your educational activities after graduating from SCCC?
(Please mark all statements which describe your activities)

- Currently enrolled in college/university.
- Was enrolled in another college/university but left before earning a bachelor's degree.

MARK ALL THAT APPLY

I earned the following degrees:
- Baccalaureate degree (B.A., B.S., B.Ed., etc.)
- Master's degree (M.A., M.S., M.Ed., etc.)
- Doctorate degree (Ph.D., Ed.D., J.D., M.D., etc.)

12. Which college are you attending or did you attend after graduating from SCCC?
- Adelphi University
- Dowling College
- Hofstra University
- Long Island University (CW Post, S'hampton, or Brooklyn)
- NY Institute of Tech (Old West, C. Islip, Manhattan)
- St. John's University
- St. Joseph's College (Patchogue)
- SUNY Farmingdale
- SUNY Old Westbury
- SUNY Stony Brook
- Other SUNY college/university - specify_____
- Other Long Island college/university - specify_____
- Other college/university in NY State - specify_____
- Out of state college/university - specify_____

IF MORE THAN ONE, SELECT THE ONE YOU ATTENDED MOST OFTEN

PLEASE TURN PAGE OVER ->

RetEnv 1/15/99

13. Which area of study did you follow after graduating SCCC? *MARK ALL THAT APPLY*

Early Childhood
Elementary Education
Secondary Education - specify_____
Special Education
Psychology
Social Work
Other - specify_____

14. What is your current employment status?

Employed full time (30 or more hours per week).
Employed part time (less than 30 hours per week).
In the military.
Not employed, but seeking employment.
Not employed, and not seeking employment.
Retired.

PLEASE CHOOSE ONE

15. If you are currently employed, please respond to the following questions on this scale: 0=Not at All, 1=Slightly, 2=Moderately, 3=Very.

How well did the Early Childhood program prepare you for your position?
How important was the Early Childhood program associate's degree in your getting your current job?
How much is your current occupation related to your study in the Early Childhood program?

16. In which of the following areas do you hold or have you applied for NY State certification? *MARK ALL THAT APPLY*

	Applied for Certification	Hold Certification
Elementary Education with early childhood annotation		
Elementary Education without early childhood annotation		
Special Education		
Junior or Senior High School		
School Counselor/Psychologist/Social Worker		
Librarian		
Other_____		

17. Please indicate which of the following positions you have held since graduating from SCCC. *MARK ALL THAT APPLY.*

Public School Teacher
Private School Teacher
Head Teacher in Head Start/Day Care/Pre-schoo
Assistant Teacher
School Aid
Director - Early Childhood Program
Administrator - Education Program
Special Education Teacher
Owner of a Day Care Center
Other education related position
Specify:_____

We would like to contact employers of students who graduated from the Early Childhood program here at Suffolk County Community College to see what they think about the program. We would greatly appreciate it if you would provide the name and address of your current employer below so that we can send them a one-page questionnaire about the Early Childhood program at SCCC. We will not ask the employer any questions specifically concerning you. Thank you.

NAME OF CURRENT EMPLOYER: _____

NAME OF CURRENT SUPERVISOR: _____

ADDRESS OF CURRENT EMPLOYER: _____

_____

COMMENTS: _____

_____

_____

_____

_____

Thank you for completing this survey. Please return it within three weeks to the Early Childhood Program Review, Darlene Hochman - R106, Suffolk County Community College, 533 College Road, Selden, NY 11784. If you have any additional questions about this survey or about the Early Childhood program, please contact Darlene Hochman at (516) 451-4299.

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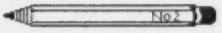
SUFFOLK COUNTY COMMUNITY COLLEGE (SCCC)
EARLY CHILDHOOD PROGRAM REVIEW - FORMER STUDENT SURVEY

Please take a few minutes to respond to the items on this survey. Remember the results will be kept confidential.

Please use a #2 pencil to fill in your responses on all four pages of this form.



1. ID#

2. Gender
   - Female
   - Male

3. Ethnicity
   - White/Non-Hispanic
   - Black/Non-Hispanic
   - Hispanic/Latino
   - Asian/Pacific Islander
   - American Indian/Native American
   - Other/Not listed

4. What year did you graduate from SCCC?
   - Did not graduate
   - 1993
   - 1994
   - 1995
   - 1996
   - 1997
   - 1998

5. I primarily attended SCCC:
   - full-time.
   - part-time.
   - some full-/some part-time

6. I primarily attended classes:
   - days.
   - evenings.
   - both days & evenings.

7. I primarily attended classes at:
   - the Selden campus.
   - the Riverhead campus.
   - the Brentwood campus.

8. The workload in the Early Childhood program was:
   - greater than I expected.
   - less than I expected.
   - just as I expected.

9. How would you rate the following courses and field work in the Early Childhood program? Please use a scale of 0=Did Not Take the Course, 1=Poor, 2=Adequate, 3=Good, 4=Excellent.
   - ED11: Foundations of Early Childhood Education
   - ED22: Early Childhood Activities
   - ED23: Infants and Toddlers: Programs and Care
   - ED25: Creative Activities: Art
   - ED33: Instructing the Young Child
   - ED35: Creative Activities: Music
   - ED44: The Child and His/Her World
   - ED45: Creative Activities: Literature

10. Based on your experiences as a student in the Early Childhood program at SCCC, please rate your satisfaction with the following: (Use a scale of 0=No Opinion, 1=Very Dissatisfied, 2=Dissatisfied, 3=Satisfied, 4=Very Satisfied)
    - Variety of instructional approaches used in the classroom.
    - Overall quality of the instructors.
    - Preparation for further academic study.
    - Preparation to enter the job market.
    - Overall quality of the Early Childhood Program.
    - Overall experiences with the Early Childhood Program.
    - Overall non-Early Childhood Program courses at SCCC.

11. How satisfied are you with the way these (->) services/activities met your needs as an Early Childhood program student at SCCC? (0=No Opinion, 1=Very Dissatisfied, 2=Dissatisfied, 3=Satisfied, 4=Very Satisfied)
    - Early Childhood Club
    - Academic Computing Lab
    - Academic Skills (Reading/Writing/Math) Centers
    - Campus Library
    - Early Childhood Program Faculty Advising
    - College Academic Counselor Advising
    - "Job Connection" Service in Placement Center

12. Which of the following best fits your status when you left SCCC?
    - Graduated with an associate's degree in the Early Childhood program (Go to Question #15)
    - Graduated with an associate's degree in another program (Go to Question #13)
    - Transferred to another two-year college without graduating from SCCC (Go to Question #15)
    - Transferred to a four-year college/university without graduating from SCCC (Go to Question #15)
    - Stopped attending college altogether (last year attended _____) (Go to Question #14)

13. If you changed from the Early Childhood program, how influential was each of the following in your decision to change? (0=Not at All Influential, 1=Slightly Influential, 2=Moderately Influential, 3=Very Influential)
    - Early Childhood was not an appropriate career choice for me.
    - I did not understand the difficulty of the Early Childhood program.
    - My previous educational background was too weak.
    - The course content was not interesting.
    - The Early Childhood program faculty did not provide me with enough support.
    - Other: _____

GO TO QUESTION #15

14. If you stopped attending college, do you expect to return in the near future? YES NO

GO TO QUESTION #18

PLEASE TURN PAGE OVER ->

PdRetEnv 1/26/99

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15. Which of the following statements describe your educational activities after graduating/leaving SCCC?
(Please mark all statements which describe your activities)

Currently enrolled in college/university.
Was enrolled in another college/university but left before earning a bachelor's degree.

I earned the following degrees:
Baccalaureate degree (B.A., B.S., B.Ed., etc.)
Master's degree (M.A., M.S., M.Ed., etc.)
Doctorate degree (Ph.D., Ed.D., J.D., M.D., etc.)

16. Which college are you attending or did you attend after graduating/leaving SCCC?

Adelphi University
Dowling College
Hofstra University
Long Island University (CW Post, S'hampton, or Brooklyn)
NY Institute of Tech (Old West, C. Islip, Manhattan)
St. John's University
St. Joseph's College (Patchogue)
SUNY Farmingdale
SUNY Old Westbury
SUNY Stony Brook
Other SUNY college/university - specify_____
Other Long Island college/university - specify_____
Other college/university in NY State - specify_____
Out of state college/university - specify_____

IF MORE THAN ONE, SELECT THE ONE YOU ATTENDED MOST OFTEN

17. Which area of study did you follow after graduating/leaving SCCC?
MARK ALL THAT APPLY

Early Childhood
Elementary Education
Secondary Education - specify_____
Special Education
Psychology
Social Work
Other - specify_____

18. What is your current employment status?

Employed full time (30 or more hours per week)
Employed part time (less than 30 hours per week)
In the military
Not employed, but seeking employment
Not employed, and not seeking employment
Retired

PLEASE CHOOSE ONE

19. If you are currently employed, please respond to the following questions on this scale:
0=Not at All, 1=Slightly, 2=Moderately, 3=Very.

How well did the Early Childhood program prepare you for your position?
How important was the Early Childhood program associate's degree in your getting your current job?
How much is your current occupation related to your study in the Early Childhood program?

20. In which of the following areas do you hold or have you applied for NY State certification? *MARK ALL THAT APPLY*

	Applied for Certification	Hold Certification
Elementary Education with early childhood annotation		
Elementary Education without early childhood annotation		
Special Education		
Junior or Senior High School		
School Counselor/Psychologist/Social Worker		
Librarian		
Other_____		

21. Please indicate which of the following positions you have held since graduating/ leaving SCCC. *MARK ALL THAT APPLY.*

Public School Teacher
Private School Teacher
Head Teacher in Head Start/Day Care/Pre-schoo
Assistant Teacher
School Aid
Director - Early Childhood Program
Administrator - Education Program
Special Education Teacher
Owner of a Day Care Center
Other education related position

COMMENTS: _____

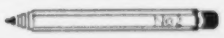
_____

_____

Thank you for completing this survey. Please return it within three weeks to the Early Childhood Program Review, Darlene Hochman - R106, Suffolk County Community College, 533 College Road, Selden, NY 11784. If you have any additional questions about this survey or about the Early Childhood program, please contact Darlene Hochman at (516) 451-4299.

SUFFOLK COUNTY COMMUNITY COLLEGE (SCCC)
EARLY CHILDHOOD PROGRAM REVIEW
INSTRUCTOR SURVEY

PLEASE USE A #2 PENCIL TO FILL IN YOUR RESPONSES ON THIS FORM.



1. What is your status at SCCC?
Full time (go to Ques 2)
Part time (go to Ques 3)

2. # years teaching Full-Time at SCCC

3. # years teaching at SCCC/adjunct

4. At which campus do you teach most often?
East
Selden
West
PLEASE CHOOSE ONE

5. At which other campuses do you also teach?
East
Selden
West
MARK ALL THAT APPLY

6. Please indicate which of the following courses you have taught at SCCC:
ED11: Foundations of Early Childhood Education
ED22: Early Childhood Activities
ED23: Infants & Toddlers: Programs & Care
ED25: Creative Activities: Art
ED33: Instructing the Young Child
ED35: Creative Activities: Music
ED44: The Child and His/Her World
ED45: Creative Activities: Literature

MARK ALL THAT APPLY

TEACHING METHODS/TECHNIQUES

FOR QUESTIONS 7 - 10:
USE THE SCALE, 0=NEVER, 1=RARELY, 2=SOMETIMES, 3=FAIRLY OFTEN, 4=VERY OFTEN.

7. How often do you utilize the following instructional methods in your Early Childhood Program courses?
Lectures
Class discussions
Group work
Technology (i.e. computers, VCR, overhead,etc)
Teacher prepared study guides to supplement the textbook
Lecture guide handouts
Field work
Field trips

8. How often do you require the following in your Early Childhood Program courses?
Library research
Computer based research
Short papers
Written paper(s) (longer research/term papers)
Essay exams
Multiple choice/short answer exams
Oral or project presentations

9. How often do you anticipate using the following information-based technologies in your teaching?
Internet
Teleconferencing
Distance learning
E-mail

10. How often do you do the following for your Early Childhood Program courses?
schedule classes in the library for library related workshops
place items on reserve in the library
make recommendations for library purchase of books, periodicals, &/or media
use academic computing labs
refer students to the academic skills centers for help

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STUDENT ABILITIES/CHARACTERISTICS

11. Approximately what proportion of the students in your classes here at SCCC possess the following characteristics or display the following behaviors? ***Please use the following scale 1=10% or less of the students, 2=Approximately 20% of the students, 3=Approx. 30%, 4=Approx. 40%, 5=Approx. 50%, 6=Approx. 60%, 7=Approx. 70%, 8=Approx. 80%, 9=Approx. 90% or more***

have the prerequisite reading skills for your course(s)
have the prerequisite writing skills for your course(s)
have the prerequisite computation skills for your course(s)
are able to reason deductively
have general knowledge of the world
display acting-out behavior during class distracting class from purpose
demonstrate conscientious work habits
demonstrate cheating behaviors
demonstrate commitment to life long learning

12. I believe that admission to the Early Childhood program should:

be more selective.
remain the same.
be less selective.

PLEASE CHOOSE ONE

CLASSROOMS, OTHER SPACES, SUPPLIES, & SECRETARIAL SUPPORT

13. Please rate the following using the scale: 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent.

the amount of space in the classrooms for my classes
the condition of those classrooms
the supply of desks in those classrooms
the supply of left handed desks in those classrooms
the amount of blackboards or marker boards in those classrooms
the supply of blackboard or marker board erasers in those classrooms
the supply of chalk or markers in those classrooms
the amount of heat in those classrooms
the availability of air conditioning in those classrooms
the availability of running water in those classrooms
space for adjunct faculty offices
work area space
storage area space
availability of office supplies
sufficiency of secretarial support for typing course outlines
sufficiency of secretarial support for typing exams
sufficiency of secretarial support for copying course material

14. Is running water in your classroom necessary for the teaching of your class? Yes No

-If yes, please explain:_____

_____

15. Which of the following would be the most appropriate setting for your class(es)?

classroom with individual desks for students
classroom with large tables
conference room with one large table
Other:_____

PLEASE CHOOSE ONE

AUDIOVISUAL

FOR QUESTIONS 16 AND 17

USE THE SCALE 0=NEVER, 1=RARELY, 2=SOMETIMES, 3=FAIRLY OFTEN, 4=VERY OFTEN.

16. How often do you presently use each of the following to help with the teaching of Early Childhood Program courses?

overhead projector
copy machines
VCR/TV monitor
16mm film projector
laptop (computer) projector
slide projector
audio cassette player

17. How often would you prefer to use each of the following to help you with the teaching of Early Childhood Program courses in the future?

overhead projector
copy machines
VCR/TV monitor
16mm film projector
laptop (computer) projector
slide projector
audio cassette player

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FOR QUESTIONS 18 - 21, USE THE SCALE 1=POOR, 2=FAIR, 3=GOOD, 4=VERY GOOD, 5=EXCELLENT

18. Rate the *availability* of the following equipment for use in teaching Early Childhood Program courses.

- overhead projector
- copy machines
- VCR/TV monitor
- 16mm film projector
- laptop (computer) projector
- slide projector
- audio cassette player

19. Rate the *maintenance level* of the following equipment for use in teaching Early Childhood Program courses.

- overhead projector
- copy machines
- VCR/TV monitor
- 16mm film projector
- laptop (computer) projector
- slide projector
- audio cassette player

20. Rate the *availability of supplies* (i.e. paper, light bulbs, etc.) for the equipment.

- overhead projector
- copy machines
- VCR/TV monitor
- 16mm film projector
- laptop (computer) projector
- slide projector
- audio cassette player

21. Rate the *overall condition of the equipment* used to assist with teaching Early Childhood Program courses.

- overhead projector
- copy machines
- VCR/TV monitor
- 16mm film projector
- laptop (computer) projector
- slide projector
- audio cassette player

COMPUTERS

22. Do you make use of computers in teaching related activities for your Early Childhood Program courses i.e., to create course outlines, for grading purposes, etc.? Yes / No(Skip to Q.27)

23. What sources of computer *hardware* do you use in the teaching of Early Childhood Program courses?

Mark all that apply

- departmental budget
- grant funding
- personal acquisition
- corporate donation
- other_____

24. What sources of computer *software* do you use in the teaching of Early Childhood Program courses?

Mark all that apply

- departmental budget
- grant funding
- personal acquisition
- corporate donation
- other_____

25. How often do you use the following types of software in teaching Early Childhood Program courses? *Use the scale 0=Never, 1=Rarely, 2=Sometimes, 3=Fairly Often, 4=Very Often.*

- word processing
- grading
- database/management
- spreadsheet
- presentation graphics
- desktop publishing
- computer simulations
- computer tutorials
- interactive software
- communication/internet/E-mail

26. Rate the following with regards to your personal use of computers in the teaching of Early Childhood Program course(s). *Use the scale 0=Not Applicable, 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent.*

- availability of computers at SCCC for your use
- maintenance of computers you use at SCCC
- availability of software at SCCC for your use
- overall condition of computers you use at SCCC

27. Do you use computers in the classroom for Early Childhood Program course(s)? Yes No (Skip to Q.2

28. Rate the following with regards to your teaching of Early Childhood Program course(s). *Use the scale 0=Not Applicable, 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent.*

- availability of computers for classroom computer use at SCCC
- availability of software for classroom computer use at SCCC
- the up-to-date nature of the software available for classroom computer use at SCCC

29. How likely are you to use computers in the classroom in the future?

- Not at all likely
- Slightly likely
- Moderately likely
- Very likely

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EARLY CHILDHOOD PROGRAM ADMINISTRATION

30. Rate the following using the scale: *1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent*

availability of high quality (developmentally appropriate, child centered) model program practicum sites
changes made when such sites prove to be inappropriate
responsiveness of the Early Childhood Coordinator to your needs
supportiveness of the Early Childhood Coordinator
timeliness of the dissemination of materials & educational information by the E. C. Coordinator
responsiveness of other campus administrators to your needs
helpfulness of Early Childhood Program meetings
support offered through Early Childhood Program meetings
overall worth of Early Childhood Program meetings

QUESTIONS 31 - 33, INDICATE YOUR LEVEL OF AGREEMENT WITH EACH STATEMENT

31. The number of students in the Early Childhood Program should be restricted (as currently done) to the number of appropriate placement positions available.

Strongly Disagree Disagree Neutral Agree Strongly Agree

32. Greater availability of the Early Childhood Coordinator would enhance my teaching experience.

Strongly Disagree Disagree Neutral Agree Strongly Agree

33. Greater availability of the Early Childhood Coordinator would enhance the students' learning experience.

Strongly Disagree Disagree Neutral Agree Strongly Agree

34. How frequently do you believe Early Childhood Program meetings should be held?

Never
Once each year
Once each semester
Once each month
Once each week

PLEASE CHOOSE ONE

PROFESSIONAL DEVELOPMENT

35. In the past 5 years, how often have you participated in the following professional development activities?

	VERY OFTEN	FAIRLY OFTEN	SOMETIMES	RARELY	NEVER
Use of teaching/learning center (TLC)					
Campus club-sponsored lectures/events					
Workshops conducted by faculty and visitors					
College-wide professional development activities					
Attending regional and national conferences					
Personal presentations, exhibitions, performances, publications					
Graduate course work					
Reading professional journals					

36. How much impact have the following professional development activities had on your teaching in the past 5 years?

	MAJOR IMPACT	MODERATE IMPACT	MINOR IMPACT	NO IMPACT
Use of teaching/learning center (TLC)				
Campus club-sponsored lectures/events				
Workshops conducted by faculty and visitors				
College-wide professional development activities				
Attending regional and national conferences				
Personal presentations, exhibitions, performances, publications				
Graduate course work				
Reading professional journals				

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Thank you for participating in the Early Childhood Program Review Instructor Survey. Please return this survey through inter-campus mail by November 30th to: The Early Childhood Program Review, Darlene Hochman - R106, Suffolk County Community College, 533 College Road, Selden, NY 11784. If you have any questions about the survey, or additional comments for the Early Childhood Program Review Committee, please contact Darlene Hochman at (516) 451-4299 (Selden campus - Riverhead building, Room 106).

OPEN ENDED QUESTIONS

37. Which new educational technologies have you used in the past few years to enhance your courses? How did you make use of that technology?

38. Which new resources would you like to see the library obtain?

39. Which computer programs (i.e.software) would you find useful in your class (that you are not already using at SCCC?)

40. What changes in the Early Childhood Program or courses would you recommend?

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SUFFOLK COUNTY COMMUNITY COLLEGE (SCCC)
EARLY CHILDHOOD PROGRAM REVIEW
EMPLOYER SURVEY

Please take a moment to answer the brief questionnaire below. Your answers will be averaged with those of other employers of SCCC Early Childhood program graduates, thereby keeping them confidential. Please remember to focus your responses on actual paid employees, not on field placement students.

Please use a #2 Pencil to fill in your responses on this form.

Program:_____

Director:_____

Address:_____

_____

Type of setting of your program:

Please choose all that apply

- Public School
- Day Care Center
- Head Start
- Nursery or Pre-school
- Special Education Facility
- Private School
- Tutoring or In-home Instruction Service
- Other (SPECIFY:_____)

1. How familiar are you with the Early Childhood program at SCCC?

- Not at all familiar
- Slightly familiar
- Moderately familiar
- Very familiar

2. The quality of the Early Childhood program at SCCC can best be described as:

- Poor.
- Satisfactory.
- Very good.
- Excellent.

3. Currently, approximately how many former students of the SCCC Early Childhood program do you have as employees on your staff?

- None
- 1-2
- 3-4
- 5 or More
- I Don't Know

4. Graduates of the Early Childhood program at SCCC can best be described as:

- well prepared to work with young children.
- satisfactorily prepared to work with young children.
- not prepared to work with young children.

5. Over the next five years, do you see the number of employment opportunities at your agency for graduates of the SCCC Early Childhood program:

- increasing.
- remaining the same.
- decreasing.

6. Over the next five years, do you see the number of employment opportunities on Long Island for graduates of the SCCC Early Childhood program:

- increasing.
- remaining the same.
- decreasing.

COMMENTS:_____

_____

_____

_____

_____

_____

Thank you for completing this survey. Please return it within three weeks to the Early Childhood Program Review, 106 Riverhead Building, Suffolk County Community College, 533 College Road, Selden, NY, 11784. If you have any additional questions about this survey or the Early Childhood program, please contact Darlene Hochman at (516) 451-4299.

EARLY CHILDHOOD PROGRAM

ED44 SURVEY

please use a # 2 pencil to blacken your responses

1. Campus
   - Ammerman
   - Western
   - Eastern

2. Anticipated graduation
   - 1996
   - 1997
   - 1998
   - Other

3. I will transfer to a 4-year college upon graduation (either full- or part-time).
   - Yes
   - No

4. I will seek employment after graduation (either full- or part-time).
   - Yes
   - No

For transfer students:

6. College(s) I have applied to: (check all that apply)
   - Dowling
   - SUNY Brockport
   - SUNY Fredonia
   - SUNY Geneseo
   - SUNY New Paltz
   - SUNY Oneonta
   - SUNY Cortland
   - SUNY Oswego
   - SUNY Potsdam
   - SUNY Old Westbury
   - Buffalo College (not Univ.)
   - Adelphi U.
   - Hofstra U.
   - CW Post
   - Southampton/LIU
   - St. John's
   - St. Joseph's
   - Queens College
   - N.Y.I.T.
   - Out of state
   - Other (see end of survey)

7. I plan to attend (choose one)
   - SUNY Brockport
   - SUNY Fredonia
   - SUNY Geneseo
   - SUNY New Paltz
   - SUNY Oneonta
   - SUNY Cortland
   - SUNY Oswego
   - SUNY Potsdam
   - SUNY Old Westbury
   - Buffalo College (not Univ.)
   - Adelphi U
   - Dowling
   - Hofstra U.
   - CW Post
   - Southampton/LIU
   - St. John's
   - St. Joseph's
   - Queens College
   - N.Y.I.T.
   - Out of state
   - Other (see end of survey)

8. I expect to major in:
   - Early Childhood Education
   - Elementary Education
   - Secondary Education
   - Psychology
   - Other (see end of survey)

For those seeking employment:

9. I wish to work:
   - Full-time
   - Part-time

10. I expect to work:
    - with children, any age
    - in another area (see end of survey)

Space is provided here to expand upon 'other' responses for the following questions:

6. _____

7. _____

8. _____

10. _____

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